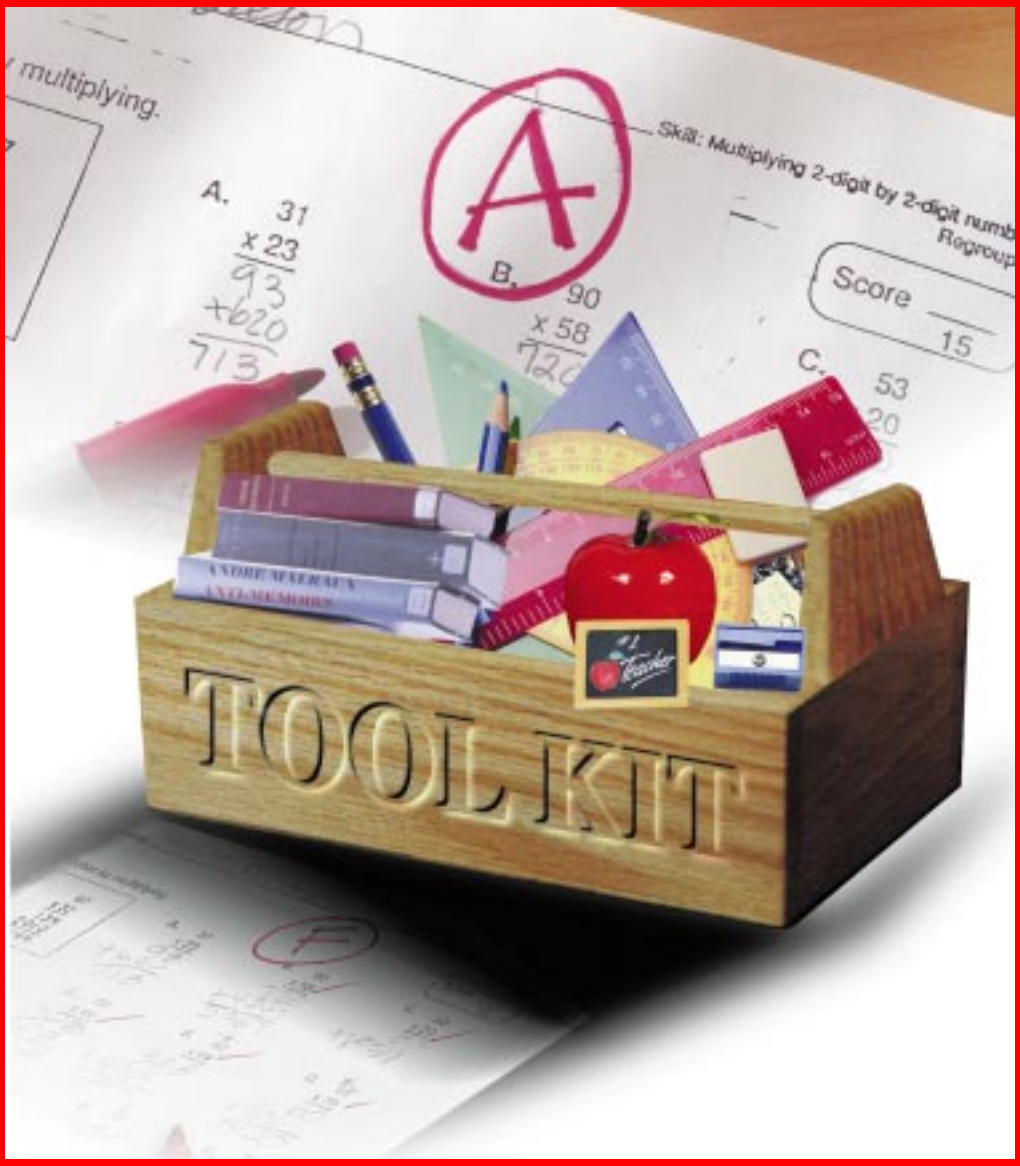
CLASSROOM MANAGEMENT
A California Resource Guide

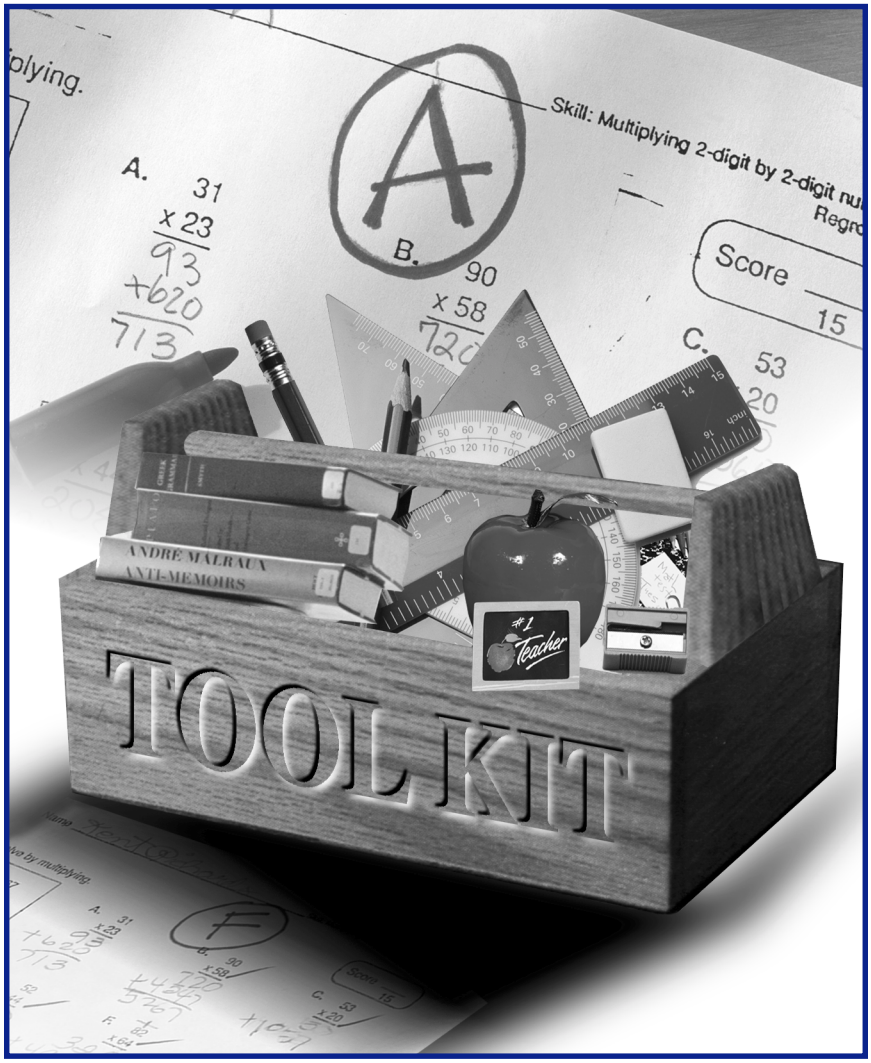


Los Angeles County Office of Education

CALIFORNIA DEPARTMENT OF EDUCATION

CLASSROOM MANAGEMENT
A California Resource Guide

for
Teachers and Administrators
of
Elementary and Secondary Schools



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CONTENTS

PREFACE

THIS GUIDE IS DESIGNED TO ASSIST TEACHERS AND administrators of elementary and secondary schools in addressing classroom management issues. Classroom management is a challenge that many educators constantly face. They must be ready to answer the critical question of whether they are fully prepared to address classroom discipline.

According to the annual Gallup polls, the public identifies the lack of discipline as a major problem with our public schools. What is happening that contributes to such public concerns?

The California Commission on Teacher Credentialing's Advisory Panel on School Violence (1995) reports that teachers, students, and others observe high levels of antisocial behaviors, such as pushing, verbal intimidation, and bullying. Most teachers report feeling inadequately prepared to address student behavior problems and would welcome training that addresses this issue. In fact, the single most common technical assistance request from teachers is for help in managing problem behaviors of students.

"Without a safe learning environment, teachers cannot teach and students cannot learn" (Kaufman and others, 1998). "Our current educational practices do not meet the needs of students who display aggressive, acting-out, self-injurious, and/or antisocial behavior. As a result, the students are at extreme risk of exclusion from their homes or general education settings. If this situation is to change, we need structures, processes, administrators, teachers, and support staff who have the knowledge, skills, and experience to work with students with challenging behaviors" (Sugai and Horner, 1994). "Schools should be safe and secure places for all students, teachers, and staff members" (Kaufman and others, 1998).

The federal government recognizes that our schools have an urgent need for effective school discipline programs. For example, the aim of the *National Education Goal 7: Safe and Drug-Free Schools* (National Education Goals Panel, 1995) is: "By the year 2000, all schools in America will be free of drugs and violence and the unauthorized presence of firearms and alcohol, and offer a disciplined environment that is conducive to learning." This panel recognized that a relationship exists between ineffective discipline and other antisocial behavior.

School violence prevention programs funded by Title IV of the Improving America's Schools Act require that programs used by schools be supported by empirical evidence of effectiveness both prior to implementation and to justify continued funding. There are sound and practical reasons to base the selection of programs on empirical evidence. Tolan and Guerra (1994) point out that many earnestly launched programs were found to be ineffective,

and some of our "best ideas" have led to a worsening of the very behaviors that they were designed to help. "Even when our hearts are most impassioned and our minds most sharply focused, we can still be seriously wrong" (p. 545).

The classroom strategies presented in this guide were selected from among those that have empirical evidence of effectiveness. In other words, the purpose of this resource guide is to describe student management programs that work effectively to prevent the future occurrence of antisocial behavior and to resolve behavioral problems in the classroom. We also included suggestions from experienced practitioners in the field. Finally, we made every effort to make this guide practical and useful for teachers. However, it is not designed to be a cookbook on strategies. Those strategies, though easy to implement, do not always work effectively. Here we take a novel approach to classroom discipline: we teach how to select strategies to address classroom problem behaviors based on an analysis of *why* the behavior is occurring. We also emphasize teaching youngsters how to behave rather than how not to behave, in order to develop a positive classroom environment conducive to learning.

The content of this guide is as follows: Chapter 1 is designed to help teachers become aware of the factors that research has identified as contributing to problem behaviors in the classroom. These factors are referred to frequently in subsequent chapters. Chapter 2 discusses how to set up and organize the classroom to facilitate learning and minimize disruptions. Chapter 3 describes methods of identifying reinforcers or motivators for students and how to use them effectively. Chapter 4 describes numerous classroom management programs that with little effort can reduce disruptions and other problem behaviors quickly.

Chapter 5 addresses identifying and teaching social skills, with an emphasis on increasing academic survival and peer relationship skills. Chapter 6 reviews instructional strategies tailored to the individual learner. Chapter 7 focuses on effective means of communicating with parents. Chapter 8 illustrates how to identify possible causes of problem behaviors among students and why effective interventions must be based on the identified causes. Chapter 9 addresses aggressive behaviors. And finally, Chapter 10 presents strategies addressing a potpourri of other problem behaviors.

Each chapter ends with cited resources that teachers can use for additional help. Miscellaneous materials to assist teachers in the classroom are included in the Appendix section of the guide, such as illustrative certificates, awards, daily report cards, behavioral contracts, and exercises on conducting behavioral assessments. In addition, Appendix D contains a form to use for listing those school and community resources (contacts and phone numbers) that can be used to refer students and their families for additional help.

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CHAPTER 1

OVERVIEW: PREVENTING PROBLEM BEHAVIOR

TEACHERS AND OTHER SCHOOL PERSONNEL NEED TO be aware of factors that relate to problem behaviors among students. Awareness of these factors in the classroom is a first step toward preventing behavior problems in the classroom.

Problem behaviors may have a variety of possible causes. Many people point to the student's home environment (child abuse, neglect, divorce), peer group or social pressures (gangs, drug use), violence in the media, and other factors outside the school. These are beyond the scope of the classroom teacher. However, many factors have been identified within the school and classroom, through school-based research by Mayer (1995) and his colleagues, that appear to contribute to the occurrence of problem behavior. These are factors that the administrator and teachers can control and address. School-related factors include the school's discipline policy, the school's norms and standards for acceptable behavior, administrative support of teachers, and mutual staff support.

Classroom-related factors that teachers can change or modify to decrease problem behavior are summarized below and described in more detail throughout this chapter.

Teachers can make a difference by:

- Reducing the use of punitive methods of control
- Addressing students' academic failure experiences
- Teaching students critical social skills
- Providing clear rules for student conduct
- Appropriately using behavior management procedures by delivering consequences consistently, reinforcing positive behaviors, and using consequences that are suitable for individual students due to their distinctive learning histories
- Respecting and understanding ethnic/cultural differences
- Supporting students' involvement in academic and after-school activities
- Assessing support in developing and enforcing discipline standards

Evidence suggests that when positive approaches are incorporated into an overall school plan that makes the school environment more reinforcing for students and staff, there are many benefits:

- A variety of antisocial behaviors (including vandalism and classroom disruptions) are reduced.
- Attendance improves.
- Dropout and suspension rates decrease.
- Students spend increased time on assigned tasks in the classroom.
- Cooperation and positive feelings among students and staff increase.

When similar positive practices are incorporated in the home, not only do parents praise their children more, set clearer and calmer limits, spank less, and criticize their children less often, but there is a reduction in antisocial behavior by their children. In other words, it appears that incorporating these identified positive elements not only can help prevent problem or antisocial behavior but also can help to create an environment more conducive to learning appropriate social and academic behaviors.

Teachers can have a strong influence on whether these classroom factors will create a positive or negative environment for students. This chapter provides overview information about how these factors operate in the classroom and the overall school environment. Subsequent chapters will discuss what can be done to further address these factors.

Reduce the Use of Punitive Methods of Control

Research indicates that coercive or punitive environments predictably promote antisocial behaviors such as aggression, violence, vandalism, and escape. For example, when a small child gets spanked by a parent, he or she often goes off and sulks alone or responds by hitting a younger sibling, the parents, or any other handy person or object. A parent who has been punished (e.g., criticized) at work may take it out on his or her family or may seek isolation for a while. A student, after being punished verbally or physically by a teacher, may fight back by destroying school property or fighting with others. For example, paraphrasing what one teacher shared with us:

> An art teacher has students stand in a corner, yells at them, or makes them write rules if they talk too much or engage in other misbehaviors. Such power plays don't work. They create fear and not respect. The students hold back their feelings, but later they blow up, sometimes by retaliating. One day they took and hid her glasses. They broke them on another occasion. She has no clue as to why the students dislike her.

Not all students respond to a punitive environment with aggression or retaliation. Some react to an overreliance on punitive methods of control (e.g., harsh penalties, disapproving comments, lack of acknowledgment or reinforcement for desired behavior) by becoming physically ill. For example, one teacher shared how her best student was assigned to a teacher who emphasized punitive methods of control. The student began to throw up each day before coming to school. Her academic performance also fell. Chapters 3, 4, 5, and others provide information on how to reduce punitive methods of control.

Other students attempt to escape by being tardy or truant, by "tuning out" in class, or by dropping out of school. Overly punitive environments may foster vandalism, violence, retaliation, emotional distress, and attendance problems; therefore, *the use of strictly punitive consequences should be minimized*.

Address Academic Failure Experiences

We now understand that there is a strong relationship between delinquency and illiteracy. Failure in academic tasks results in significant increases in problem behavior for some students, and "poor scholastic experiences are significant causes of delinquent and disruptive behavior" (Gold and Mann, 1982, p. 313). Berlin and Sum (1988) report that poor basic skills are evident in 69 percent of all those who have been arrested, 79 percent of welfare dependents, 85 percent of unwed mothers, 85 percent of dropouts, and 72 percent of the unemployed.

Students who experience repeated academic failure often feel as if they are being unfairly punished, and this may lead to behavioral problems. A series of instructions followed by a series of errors provides a context in which the next instruction can result in an aggressive response by the student. Moreover, it is not uncommon to discover mismatches between a student's assignment and his or

her level of academic functioning. For example, a group of high school students may be asked to read and comprehend material at the eleventh-grade level when their reading skill is only at the third-grade level. It cannot be overemphasized that academic failure situations set students up for punitive or aversive experiences that often result in increased problem behavior both in and out of the classroom. Chapter 6 provides information on how to minimize academic failure experiences.

Teach Critical Social Skills

Many students lack the social skills necessary to relate positively to peers and to do well academically. While most youngsters learn to pay attention when they are read to and when they participate in family discussions, others do not have these experiences and do not learn to pay attention effectively. Similarly, some students might not have learned the skills needed to persist on a task, comply with requests, negotiate differences, handle criticism from adults and teasing from peers, or make appropriate decisions.

Too often youngsters who lack critical social skills are punished by their teachers for their "misbehavior" rather than taught the necessary social skill(s). As a result, a classroom environment is created that is perceived as hostile and fosters further student misbehavior. Chapter 5 provides information on how to teach critical social skills.

Provide Clear Rules for Student Conduct and Discipline

Clearly communicating the rules of a social and personal conduct code is a major step in setting up an effective program for classroom discipline. This step not only makes sense but is reinforced in statute. For example, Section 35291.5 of the California *Education Code* requires that the principal of each school "take steps to insure that all rules pertaining to the discipline of pupils are communicated to continuing students at the beginning of each school year, and to transfer students at the time of their enrollment in the school." Too often we mistakenly assume that classroom and school discipline standards are understood or that students already know how to behave when they often do not. Furthermore, we frequently communicate standards indirectly rather than directly. That often results in students learning the rules through trial and error. Unclear policies or rules dealing with classroom discipline are likely to result in a lack of compliance or an increase in problem behavior, because the students are unclear as to what behaviors are acceptable and unacceptable. Unfortunately, the lack of compliance is likely to promote an increase in the use of more punitive sanctions in the classroom. Chapter 2 addresses how to develop and clearly communicate rules.

Use Appropriate Behavior Management Procedures

Both parents and teachers must be informed about the appropriate use of behavior management procedures to help prevent their misuse. As they receive training, parents and teachers learn about the importance of consistency. They also learn that distinctive learning histories can cause particular consequences to be more or less effective for individual students. Learning about behavior assessments (which are discussed in Chapter 8) will help them to understand how specific events influence behavior. As a result, parents will learn not to give a child the item at the store for which he or she is throwing a tantrum. To do so, would teach the child to throw tantrums to get what he or she wants because it works.

Teachers learn not to place a child in time-out (a form of isolation) when the student is misbehaving to escape from an activity, request, assignment, or demand. The use of time-out in this situation (when the student is misbehaving) would be reinforcing the student to misbehave. Why? Because if the student misbehaves, he or she can *escape* from the request or difficult task (i.e., he or she will be placed in time-out). Similarly, teachers learn not to redirect into another activity students who are misbehaving to obtain attention. Redirection provides them some of the attention they are seeking; therefore, the misbehavior works, proving functional for the youngsters. Any behavior that proves functional, or gives the student what he or she wants, is likely to be repeated. It follows that consequences that reinforce the function of the student's misbehavior can result in an increase, rather than a decrease, in the misbehavior. Thus, the use of inappropriate consequences can result in teaching misbehavior. And,

as we have seen, the resultant increase in misbehavior often results in the administration of more punitive consequences that can further increase the occurrence of problem behaviors.

Chapter 8 explains how to conduct a behavior assessment to determine the function or purpose of the student's behavior. Knowing how to do a behavior assessment will enable a teacher to respond more effectively to difficult problem behavior in the classroom.

Respect and Understand Ethnic/Cultural Differences

Some behavioral problems are a result of a lack of understanding and sensitivity by students, teachers, and others toward students from cultures different than their own. There are actions that teachers can take to facilitate learning for students from different cultures. For example, Dunn (1996) suggests: "Use culturally relevant reading materials that include ethnic characters, deal with universal issues, and include settings and experiences with which students can identify. In addition, expose children to the culture in which they currently live in order to expand their horizons."

A body of literature is currently being developed to describe ethnic and cultural differences. Teachers who are aware of this information are in a better position to avoid inequitable discipline and to understand and work more effectively with students who are culturally and linguistically different from their own culture. Kea (1998), Steinberg, Brown, and Dornbusch (1996), and others have summarized ethnic/cultural differences from the literature. However, findings from one study or report may not be representative of the ethnic or cultural group in a particular community and, therefore, may not apply. There also is a wide variety of values and beliefs within any ethnic or cultural group. Caution: Do not assume that findings from one report are true for every student within a particular ethnic or cultural group. Every chapter in this manual incorporates and addresses individual differences.

Support Students' Involvement

Low student participation in the classroom and in after-school activities is usually caused by one of the other factors discussed above; e.g., academic failure experiences or deficient critical social skills that form the basis of doing well academically and relating positively to others. Often, students become disengaged and "hate" school because they are rejected by their peers. Many have a history of failure and being frequently punished in the classroom. Other students tend not to be involved because they lack support at home for attending and/or doing well in school. Chapters throughout this guide provide suggestions as to how to help students become more accepted and involved.

Ensure Support in Developing and Enforcing Discipline Standards

A lack of consistent support for implementing desired discipline programs can result in teachers and parents not implementing beneficial programs or in their implementing them inconsistently. In the same way that social support from a spouse or family member increases the effectiveness of a parent in the home, support from other teachers and administrators appears critical for effective program implementation by a teacher at school.

It is the mutual responsibility of everyone to implement and enforce discipline codes in the school. Teachers and administrators need to depend on one another's support. Administrators need to know what steps a teacher took before sending a student to the office. Similarly, if teachers are to feel supported, they must know that action will be taken consistently by the administration when a student is sent to the office. Thus, classroom and schoolwide discipline programs must be closely coordinated and enforced consistently, as pointed out in Chapter 2.

Summary and Discussion

Problem behaviors by students have many causes, and the evidence suggests that the teacher can be a contributor. Similar contextual factors contributing to antisocial behavior have been identified in both the home and school: a punitive environment, a lack of positive consequences, and inconsistencies in setting rules and applying consequences. These factors, along with the lack of awareness or responsiveness to individual differences, including those related to ethnicity, may result in the inappropriate punishment of problem behaviors. A failure to recognize a student's effort and accomplishment also occurs. This punitive, nonreinforcing condition appears to evoke not only lower achievement but an increase in aggression, attendance problems (escape), and other antisocial behaviors that occur in and around our schools.

Students' misbehaviors present a problem for all educators because they make it impossible to achieve optimal learning conditions. Sometimes they endanger the safety of those involved. Nonetheless, various conditions within the classroom promote at least some of the students' antisocial behaviors. To promote classroom environments that are more conducive to learning, teachers must identify and address these contextual factors within their own classroom. Until such factors are addressed, we will continue only *temporarily* to suppress various behavioral problems. Punitive measures appear to aggravate, not reduce, many problem behaviors over time. Punitive measures are necessary, at times, but must be viewed as temporary, reactive interventions to help gain control in the classroom *while* contextual factors are addressed. The following chapters provide alternatives or "solutions" to address the factors discussed in this overview chapter.

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Resources

Mayer, G. R. 1995. Preventing antisocial behavior in the schools. *Journal of Applied Behavior Analysis*, 28, 467–478.

This article reviews the research, provides an extensive discussion as to what factors within the school contribute to students' problem behaviors, and describes what educators need to do to address the problem.

Roseberry-McKibbin, C. 1995. *Multicultural students with special language needs: Practical strategies for assessment and intervention*. Oceanside, Calif.: Academic Communication Associates, P.O. Box 586249, Oceanside, CA 92058-6249.

This book helps educators develop a better understanding of linguistically and culturally diverse students so that they can work more effectively with them. It also provides extensive information on families from Anglo-European, African-American, Hispanic, Asian, Native American, Pacific Island, and Middle Eastern backgrounds.

CHAPTER 2

CLASSROOM ORGANIZATION AND MANAGEMENT

"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher I possess a tremendous power to make a child's life miserable or joyous . . . ."

(Epanchin, Townsend, and Stoddard, 1994, p. 166)

INDIVIDUAL TEACHERS CAN MAKE A DIFFERENCE. HOW the classroom is organized influences the classroom climate and students' behavior. Ralph (1994) points out that effective teaching and classroom management are inseparable. In other words, effective teachers are good at managing students' behavior. The first week of school is very important. In fact, some (e.g., Wong and Wong, 1991) maintain that "success during the school year will be determined by what you do on the first days of school" (p. 4). The first week or two of school can set the tone for the rest of the year. Thus, it is advisable to prepare a thorough, comprehensive classroom management plan before the opening day. A comprehensive classroom management plan includes organization of the physical environment, routines and procedures, the rules or codes of conduct to which students will be expected to comply, and the selected interventions that will motivate and discipline students.

The Physical Environment

The physical classroom environment influences students' learning, participation, and involvement in class activities. Spend some time deciding how to best organize the environment to accommodate the various classroom activities. Here are some suggestions.

Seating Arrangements

- Place the teacher's desk in a low-traffic area or near the door if there is a need to control in-and-out student traffic.
- Organize students in circles if interaction by the students is sought.
- Organize students in rows or a straight-sided U shape (⊔) for teacher-led instruction.

- Provide for quiet independent work areas (e.g., beanbag chairs, books, headphones).
- Provide for small-group work centers and/or reward areas (see Chapter 4 for activity table description).

Space

- Plan for easy access to materials by the teacher and the students.
- Plan for a smooth traffic flow to enable students to move around without disrupting others.

Bulletin Boards

- Decide on a theme for one board.
- Leave a couple of bulletin boards and other areas empty to display students' work.
- Encourage students to suggest and design a display.
- Place any bulletin board containing items that may distract students from instructional time in a high-traffic area located behind the students.

Classroom Routines and Procedures

Acceptable routines need to be determined for the classroom. Start teaching routines the first day of school. Disorganization wastes instructional time. When students are not sure of expectations, they often react with insecurity or discomfort and exhibit problem behaviors that take time away from instructional activities. Establishing routines, then, is important. To help students learn the routines, explain each (demonstrate when helpful), allow students to practice them, provide feedback, and continue to reteach as necessary, particularly after vacation breaks. Here are some suggested activities to help establish classroom routines.

Beginning the Day or Period

- Take roll or attendance. (A seating chart can facilitate this process.)
- Take lunch count (for elementary, if appropriate).
- Establish a classroom entry activity to help students focus, organize, and settle down; e.g., place assignment on board and have students copy down assignment and begin working on it. This allows time to conduct the beginning of the day or class period activities, such as taking roll.

Classwork/Homework

- Determine how it will be assigned; e.g., students copy assignment from board at end of day in a "log book," or classwork and/or homework assignment sheets are provided weekly.
- Ensure that the students have the necessary materials. Create a routine for gathering materials.
- Establish a routine to teach students where to place materials so they can be found easily.
- Create assignments with a purpose and make sure that students understand the purpose. Assignments should never be used as punishment. Each assignment should be a positive activity that encourages students to learn. Also, do not assign busywork. The purposes of homework often include: reviewing and practicing what they have learned; getting ready for the next day's class; exploring subjects more fully than time permits in the classroom; and learning to use resources, such as libraries, reference materials, the Internet, and encyclopedias.
- Match assignments to the skills, interests, and needs of students whenever possible. (See Chapter 6 for suggestions.)
- Consider assignments that require teamwork. Students can work with classmates to improve social interactions and/or with family members to increase family activities.
- Avoid assigning homework that requires students to use skills they may not yet have mastered. Assign homework that allows students to practice a skill. This will increase the likelihood that they will benefit from the assignment and achieve success.
- Assign an appropriate amount of homework. This often involves about 20 minutes or less for students in first through third grades, 20 to 40 minutes for students in fourth through sixth grades, up to 2 hours for students in seventh through ninth grades, and 90 minutes to 2 1/2

hours per night for students in the tenth through twelfth grades. Amounts can vary for some students. Also, be sure to check the school's policy. The policy that applies to assigning homework varies from school to school.

- Specify standards for the quality, neatness, and format expected.
- Determine when and where work will be turned in; e.g., at beginning of period, after classroom entry activity, or at the end of class period.
- Work out with students what to do if they finish an assignment early; e.g., work on computer, extra-credit assignments, free reading, homework, journal writing, activity table (see Chapter 4), art, puzzle, class project, and so forth.
- Determine when you will return the classwork and/or homework and give feedback. Be sure to praise for improvement and quality work.
- Provide students with specific feedback. This will help students learn what is expected and required of them.
- Communicate high expectations for what students are able to achieve.
- Communicate with parents regarding homework requirements and what they can do to help. (See Chapter 7 for suggestions and illustrations.)

Classroom Helpers/Officers

Involving students as helpers or classroom officers can enhance the sense of belonging or community in the classroom. Such activities often provide needed recognition for students. They provide a constructive means of obtaining attention and help students acquire appropiate social skills. Thus, it is important to explain that all students will be given an opportunity to participate as a helper or officer. This activity, then, is not used as a reward or punishment.

- Determine the positions; e.g., rotate captains, assignment collectors, and so forth.
- Determine their duties; e.g., distributing and collecting materials, taking roll, and so forth.
- Determine how students will be selected; e.g., names drawn from a hat.

Transitions

Smooth transitions help to prevent students' misbehavior. Such transitions also increase the time students are engaged in a task that improves academic achievement.

- Give clear instructions about what to do to prepare for the next activity.
- Notify students of approaching end of activity—cue at 15, 10, and 5 minutes before end.
- Be prepared to conduct lesson, assignment, or activity.

Monitoring

- Monitor students' behavior instructionally, not punitively.
- Move around the classroom. Do not remain seated in one place for extended periods of time; inspect the students' work, offering encouragement and praise.
- Reward or positively recognize students for following the classroom rules and for behaving appropriately.
- Use modeling strategy described in Chapter 4, praising a student's appropriate behavior at the time of another pupil's misbehavior.

Other

- Determine procedures for allowing students to leave class for the restroom or a drink of water; e.g., raise hand and obtain permission before going or take hall pass with permission.
- Determine procedure for asking for help; e.g., student goes to teacher's desk, raises hand and waits quietly, places colored paper cup or help sign on desk and continues work until helped, or seeks peer assistance.
- Determine procedure for lining up.
- Determine cleanup procedures, if applicable.
- Determine when pencil sharpening is acceptable. Some teachers provide students with a box of sharpened pencils and another box in which they place the pencils that need to be sharpened. The rationale for this is to increase the students' time working and to prevent the noisy disruption of pencil sharpening. A class helper or officer can

be assigned to sharpen the pencils before class or at another specified time.

- Determine when interactions and/or talking among students would be appropriate. It is beneficial for students to interact; however, teach them how to interact appropriately. Different activities call for different types of interaction: free talk, academic talk, help talk, silence. See Chapter 5 on social skills for detailed illustrations.
- Write out a schedule for the day, period, or activity and clearly display the schedule on a board each day, including expectations, goals, or objectives. Consider allowing choices in selecting some of the activities. Specify the time to be spent on each activity and adhere to it once set.
- Get to know your students. Examine cumulative files, keep a card on each student, note if there are any behavioral problems or learning issues to be aware of and planned for, and get to know their interests, hobbies, pets, and so forth. The more you know your students, the better able you will be to both relate to them and help them. Also, note cards provide a ready-made system for documentation of contacts with parents or other important issues.
- Display respect and appreciation of the students' culture, individuality, and uniqueness.
- Foster a sense of community/belonging. Greet students at the door. Create a name tag for each student's desk. Pin up students' work on a bulletin board. Incorporate activities that involve students in praising and complimenting one another (see Chapter 4).
- Contact parents and caregivers early in the school year—before problems arise. Let the parents or caregivers know that you are available to talk about homework or any other aspect of their child's education. This can often be communicated at back-to-school nights or during parent-teacher conferences if they are scheduled early in the school year. Telephone calls and notes home that must be signed and returned also can help convey this information. For more information about working with parents and caregivers, see Chapter 7.

Classroom Rules

Too often we assume that standards of classroom discipline are understood or that students already know how to behave. Furthermore, we frequently communicate standards indirectly rather than directly. This often results in students learning the rules through trial and error, and it also results in more classroom behavior problems. Therefore, it is important to clearly communicate the classroom rules to students.

In Chapter 1 we discussed the need to communicate clearly the rules of a conduct code. This is a major step in setting up an effective discipline program. Establishing classroom rules and teaching them during the first weeks of school are the primary methods of achieving and maintaining classroom order. Here are some guidelines for kindergarten through grade twelve classrooms.

- Become familiar with the school's policies with regard to acceptable behavior and discipline procedures.
- Involve the students in the development of the classroom rules. Initially, a number of rules will be suggested. When students are involved in the development of the rules, they are more likely to adhere to them, report rule infractions, and understand the rationale for the rules.
- Develop a behavior code containing no more than five to seven rules for ease of recall. Keep the list simple and to the point. Help the students simplify and combine the suggested rules.
- State each rule positively, rather than negatively. For example, rather than stating, "Don't be late to class" or "Don't talk without raising your hand," say, "Be in your seat before the tardy bell rings" and "Raise your hand before asking questions." Also, "Don't be late to class" does not communicate to the students that they should be in their seats before the tardy bell rings. A positive list will guide the students in how to behave in preference to how not to behave.
- Obtain approval of classroom rules from the responsible administrator.
- Teach the behavior code to the students. It is helpful to present classroom rules both visually and orally to promote communication and reduce misunderstandings. The rules can be dis-

played prominently on a poster, printed in handout form, and copied by the students in their notebooks. For preschool and primary pupils, and for students with cognitive handicaps, it is helpful to role-play each rule as part of the explanatory process.

- Share the classroom rules with the parents. Continued parental support is helpful for classroom rules to be effective. Therefore, share the final draft with parents. A letter home detailing the rules can help to avoid misunderstandings and solicit increased parental support.
- Rules should be reviewed orally at regular intervals, and constructive changes should be made when necessary.

In summary, students need meaningful interactions with the rules to learn the code of conduct. Do not just give the students a paper or booklet about the rules. A set of classroom rules might look like the following:

Illustrative Classroom Rules

1. **Bring books, pencil, and paper.**
2. **Be in your seat when tardy bell rings.**
3. **Listen carefully.**
4. **Follow directions.**
5. **Complete assignments.**
6. **Show courtesy and respect to others.**

In addition, students must receive reinforcement for adhering to the rules, because *rules will be followed only when differential consequences are applied for compliance and noncompliance*. This will be discussed later in greater detail. Thus, rules alone do not bring about appropriate behavior. Classroom rules are part of the management plan that also includes predictable routines, frequent monitoring, and consistent reinforcement of rule following and consequences for not following the rules—our next topic.

A Framework for Implementing Behavior Management Interventions

It is helpful to plan what student behavior will be recognized positively, when and how it will be recognized, and how minor versus major infractions will be responded to in the classroom. The discipline framework described here is supported by research findings at the elementary, junior high, and high school levels (Mayer, 1995; 1999). Subsequent chapters will elaborate on the strategies contained in this model framework and will present additional strategies for reducing and preventing classroom behavior problems. However, before the framework is discussed, the term "reinforcer" needs to be defined.

What Is a Reinforcer?

A *reinforcer* is an object or event that follows a particular behavior and *maintains or increases the behavior's occurrence or strength*. Note that for a consequence to be called a reinforcer, it must increase or sustain the behavior that it follows. If, after receiving praise for doing her work, Maria smiles and works harder, then praise is probably a reinforcer. If, on the other hand, she turns away and her work decreases, then praise is not a reinforcer. If being yelled at for misbehaving results in the behavior increasing, then being yelled at is a reinforcer. However, if being yelled at reduces the behavior, then being yelled at is a punisher. A punisher, then, has the opposite effect of a reinforcer. *A punisher* is an object or event that follows a particular behavior and reduces the behavior's occurrence or strength.

Students come to school with different backgrounds and learning experiences. As a result, even the attention that a youngster receives by being yelled at could serve as a reinforcer for that student. The teacher always should be aware of the effects that consequences are having on the pupils in the classroom. The same consequence will not have the same motivational effect on every student. By defining reinforcers by the effect that they have on the behavior, teachers are able to address and allow for individual differences due to differences in learning history.

Many different types of reinforcers can be used in the classroom. These are illustrated in the next

chapter. Let us return now to the framework for implementing reinforcers and other consequences to behavior.

Reinforce Rule Following

An effective discipline framework emphasizes that students need positive recognition for complying with the established rules to which they agreed. *Rules are not followed unless consistent consequences are applied not only to rule violations but also for complying with the rules.* When following the rules is reinforced, the environment will soon prompt students to behave in accordance with the rules. The environment signals that if you raise your hand before speaking in Ms. Finn's classroom, you are likely to receive reinforcement. Thus, when reinforcement is provided for following rules (e.g., hand raising), that behavior becomes the accepted pattern, or habit, in that setting. However, if rule-following behavior is not reinforced or recognized, it eventually will cease. If Mr. Lindsey frequently calls on (reinforces) those who speak out, even though the stated classroom rule is to "raise your hand before speaking," hand raising probably will not occur much in his classroom.

Points for Following Class Rules: An Illustration

Let's look at how a point system might be used initially to foster rule following. Points for following class rules may be used at the elementary, junior high, or high school level. To implement this program:

- Prepare and post a chart containing five to seven classroom rules stated positively. For example, the rules might be (1) Be in your seat when the tardy bell rings. (2) Pay attention. (3) Raise your hand for permission before speaking. (4) Work quietly at your desk. (5) Leave your seat only with the teacher's permission. (6) You may have gum and food outside of class only.
- Discuss the class rules with the students and modify any rules when necessary. Be sure students understand what each rule entails. You may even choose to have the class role-play following and violating the rules.
- Points can be given in a variety of ways. For example, the entire class can earn points for some special activity; groups within the class can compete for the points; the points can be given out on an individual basis; or some combination of these. If points are provided for class behavior, consider giving out three points every time all the students are in the room before the tardy bell rings. One point could be given every time a student raises his or her hand for permission before verbalizing or getting out of his or her seat. Occasionally, the class could earn points for being quiet and for staying on task. An individual student's outstanding or improved behavior also could earn the class one point.
- Mark the points earned on the chalkboard.
- At the end of each class period or day, tabulate the points received by the class and add them to the overall number of points earned by the class to date. Keep an updated tabulation of the group's total points in the record book and on the top left section of the chalkboard.
- When the point total reaches 100, the class earns 10 minutes of free time or some other activity reinforcer that was jointly selected by the teacher and the students.
- When the point total reaches 400, the group might be awarded a free period with music and the option of bringing things to eat.

Apply Consequences Consistently

Individuals learn to behave differently in varied settings because of the different consequences that they experience in those settings. For example, students learn to raise their hands in Ms. Finn's classroom because she only recognizes students who have their hands up. They learn to speak out freely in Mr. Lindsey's classroom because he sometimes recognizes students who speak out, even though he too has the rule to raise your hand. The different consequences that students experience in the presence of their teachers, regardless of what the rules are, result in their learning how to behave.

Use Reinforcement Approaches for Reducing Minor Infractions

Reinforcement approaches, or constructive alternatives to punishment, can be used to reduce the occurrence of minor infractions, behaviors that can be tolerated temporarily. Examples of minor infractions include: talking out inappropriately, being late or out of seat, and not paying attention or following directions. Reinforcement approaches include reinforcing the students' behaviors when (1) desirable alternatives to the minor infractions are hand raising, being in seat, paying attention, following directions, and completing assigned work; (2) their problem behavior occurs at a reduced rate (e.g., fewer inappropriate talk-outs, tardies, or absences; less littering and off-task behavior); and (3) their problem behavior does not occur at the moment it is checked or during a prespecified period of time (e.g., not blurting out, not pushing, not being tardy, and not being out of their seat). Another reinforcement approach, or constructive alternative to punishment, includes reinforcing the appropriate behavior of other students so that their behavior can serve as models to be imitated. The purpose is to teach students appropiate behavior as demonstrated by their peers. (See Chapter 4 for a detailed discussion of modeling.)

Reserve Punitive Consequences for Serious, Intolerable Infractions

Punitive consequences are discussed in chapters 8, 9, and 10. They include time-out or isolation, response cost or penalties, reprimands, referrals, suspensions, restitution, and expulsion. Use these only for serious infractions—behaviors that present a danger to the student or others or are so disruptive that they cannot be tolerated (e.g., violence or aggression). Thus, the use of punitive consequences is minimized. Select one or more punitive consequences that will work on the individual's problem behavior only if the infraction is major, and use the reinforcement approaches described above to reinforce replacement behaviors. For example, consider choosing from among the following punitive consequences: time-out, fines or penalties, a call to parents, reprimand, or some form of restitution. It is important to have the flexibility to choose the appropriate consequence for the infraction, to consider carefully the behavior's function or context, and to allow for individual differences. (See Chapter 8 for a detailed explanation.) Finally, always coordinate the use of punitive consequences with constructive alternatives to teach the student the way to behave.

If a student should ask, "Why did you isolate me for five minutes for throwing a spitball while you only fined Jose three points for doing the same thing?" be honest. The following is an explanation that might be used: "We jointly selected the consequences and we agreed in advance that I would not be using the same consequence on every student because the same consequence does not work on everyone. So, I didn't fine you three points because fines don't work for you, but they do work to stop Jose's misbehavior. To reward you, I allowed you to work with Jane on that project, but with Jose I allowed him to work on his homework. Would you prefer to work on your homework rather than to work with Jane? You see, that's the point. You and Jose are different individuals, so how can I treat you the same?"

The above illustration may raise issues or concerns for some people. The concerns usually focus on the use of reinforcers and treating students differently. We can address those concerns now.

Addressing Concerns

Treating Students Differently

Is it unfair to treat students differently? No. It is unprofessional to treat them the same. Treating students the same denies that individual differences exist. Similar experiences affect people differently. Discover what works best for each student. In addi-

tion, recognize that students are already treated differently by paying attention to troublesome behavior. (Some students receive more attention than others.) Similarly, would not a student with a vision or hearing problem be seated in the front of the class in preference to others? Also, Sulzer-Azaroff and Mayer (1994) point out:

1. If we treated everyone alike, the effect on their behavior would not be uniformly beneficial.
2. It does not hurt to explain to students that each of them is unique and that each has special interests, skills, and areas of weakness (yourself included). Often they will understand that it makes sense to focus on different behaviors to teach (or change) and to use different methods to do so.
3. Reinforcement is dispensed for *improvement* in performance, and everyone can stand to improve in some manner. If you worry that one student is getting special privileges but the others are not, you can consider doing something similar for them. Ask the others to identify some areas in which they feel they would like to improve and plan currently or in the near future to initiate special procedures for them.
4. Sometimes the student can earn the special activity or item(s) not only for him or herself but for the whole class. (The goals for the student must be easily achievable.)
5. Often it is a great relief to the individual student's classmates when help is finally on the way. The classmates may have been suffering from their peer's difficulties and may recognize that they stand to benefit from the intervention. Sometimes it helps to point this benefit out to them, in a manner respectful to the student receiving the intervention, and reinforce their supportive efforts.

Providing students with different learning materials suitable to their current levels of functioning is standard for teachers. Similarly, appropriate consequences must be provided for each person if optimal results are to be achieved.

Contrived Reinforcers

What does distributing edible items have to do with improving academic or social performance? Very little. Actually, we try to use reinforcers that are natural to the environment (e.g., praise, grades, or recognition) to motivate students whenever possible. Natural reinforcers will help to support the continued occurrence of the desired behavior. Providing interesting reading material permits skilled readers to access the reinforcement that is natural or intrinsic to reading. Obtaining a desired object by requesting it by name is a natural consequence of increased language proficiency. If natural reinforcers are controlling students' behaviors, there is no need to introduce contrived reinforcers. Sometimes, though, they are needed as temporary expedients to motivate the student or to get the behavior started. *Contrived reinforcers should be used only when the consequences usually provided are not working, or are not functioning as reinforcers, for a student.*

A reinforcement program must start where the student is at and gradually move toward the place where he or she should be. As explained before, due to different learning histories, seldom does the same consequence prove reinforcing for all students. Also, because students are at different developmental levels, the type of reinforcer may vary as to its effectiveness. For example, Seeman (1994) explains it this way: "developmentally (and oversimplifying), children are first motivated by extrinsic rewards (food, toys), then emotional rewards (approval, grades), and finally, if they attain this, intrinsic rewards (a feeling of pride, self-satisfaction, enjoying it for its own sake)." Thus, it might be necessary to begin with edibles or trinkets for some students. After all, we all began with milk. However, *do not* keep providing such contrived reinforcers. A gradual shift from a concrete reward to a less tangible one can be a step toward gradually helping the student become independent of external rewards. *The goal of any reinforcement program should be to help individuals become less and less dependent on material or other contrived reinforcers. However, the program must start where the individual is at and gradually help him or her move up the developmental ladder.*

Bribery

Is this a form of bribery? No. Bribery has no place in managing the behaviors of students. Bribery is used to corrupt conduct, pervert judgment, and promote dishonest or immoral behavior. It also is used primarily for the benefit of the person giving the bribe, not for the benefit of the recipient. In contrast, we see these strategies being applied for the benefit of the students with whom we work. Also, we reinforce doing schoolwork and behaving appropriately with the kinds of events that we experience in our own everyday lives: praise, recognition, and material rewards. How long would we continue working at our jobs if we received no recognition or remuneration? Why should students be expected to be any different than we are? Reinforcement is what helps improve self-concept and makes learning enjoyable. Punitive or nonreinforcing classroom environments, on the other hand, promote negative self-concept, escape, and aggression.

Summary and Discussion

The table below, based on the research cited in Sulzer-Azaroff and Mayer (1991), highlights the need to minimize the use of punitive procedures by illustrating the outcomes of using punitive verses constructive or positive classroom management strategies.

Comparison of Punitive Methods and Positive Classroom Management Strategies

PUNITIVE PROCEDURES	POSITIVE CLASSROOM MANAGEMENT STRATEGIES
RAPIDLY STOP BEHAVIOR	SLOWLY STOP BEHAVIOR
PROVIDE IMMEDIATE RELIEF (REINFORCEMENT) TO THE TEACHER	PROVIDE NO IMMEDIATE RELIEF TO THE TEACHER
TEACH THE STUDENT AND PEERS WHAT NOT TO DO	TEACH THE STUDENT AND PEERS WHAT TO DO
DECREASE POSITIVE SELF-STATEMENTS (SELF-CONCEPT)	INCREASE POSITIVE SELF-STATEMENTS (SELF-CONCEPT)
DECREASE POSITIVE ATTITUDES TOWARD SCHOOL AND SCHOOLWORK	INCREASE POSITIVE ATTITUDES TOWARD SCHOOL AND SCHOOLWORK
CAUSE WITHDRAWAL (NONTASK, TARDY, TRUANCY, DROPPING OUT)	PROMOTE ENHANCED PARTICIPATION
CAUSE AGGRESSION (AGAINST PROPERTY AND OTHERS)	DECREASE LIKELIHOOD OF AGGRESSION
TEACH STUDENTS TO RESPOND IN A PUNITIVE MANNER	TEACH STUDENTS TO RECOGNIZE THE POSITIVE
CAN HARM STUDENT-TEACHER RELATIONSHIP	CAN ENHANCE STUDENT-TEACHER RELATIONSHIP

We have described an approach for preventing and remediating punitive school climates, and resulting student misbehavior, by emphasizing positive, preventive behavioral interventions. An emphasis was placed on establishing classroom routines and addressing the physical environment. The approach involves stating classroom rules and policies clearly, with a positive focus. Consequences for both complying with and violating the rules are selected. Allowances are made for individual student differences in terms of provided consequences. Also, rather than just punishing all infractions and reinforcing desired or rule-following behavior, a model was presented in which punitive consequences are reserved only for major infractions, constructive alternatives are used on minor infractions, while reinforcement continues to be used on desired behavior. *Thus, some of the issues that contribute to problem behaviors* (those identified in Chapter 1) *have been addressed*: Students are involved from the beginning; rules for students' deportment are clearly communicated; and the use of punishment has been minimized, while reinforcement has been maximized.

The approach that we are presenting is a preventive, positive approach for creating safe school environments that are free from violence and conducive to learning: an America 2000 goal. It is an approach to school discipline that has an empirical support base demonstrating its potential for effectiveness in kindergarten through grade twelve schools. Rather than "treating" youngsters as though they are the source of the problem, constructive discipline corrects factors occurring within our schools that promote antisocial behavior and deals with student infractions from an instructional or constructive model. It recognizes that *problem behaviors, rather than being located within the student, are often due to a "mismatch between the characteristics of the learner and those of the instructional environment or the broader home/school context"* (Ysseldyke and others, 1997, p. 5). The emphasis, then, moves from a reliance on suspensions, expulsions, and/or punishment to *prevention*. It focuses on constructing repertoires by teaching students how to behave rather than how not to behave.

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Additional Resources

"Helping Your Child with Homework."

A U.S. Department of Education publication to help parents assist their children with homework. It's online at: *http://www.ed.gov/pubs/parents/Homework/*

"Helping Your Students with Homework: A Guide for Teachers."

A 40-page booklet produced by the U.S. Department of Education that is filled with ideas from teachers for assigning effective homework. It provides 18 tips for getting homework done. It was written by Nancy Paulu of the Department's Office of Educational Research and Improvement (OERI). It is online at: *http://www.ed.gov/pubs/HelpingStudents/*

Mayer, G. R. 1999. Constructive discipline for school personnel. *Education and Treatment of Children, 22*, 36–54.

This is an article that describes the Constructive Discipline approach. It explains how to clarify discipline policy, provide staff support, and how to make allowances for individual student differences in the discipline policy. Constructive Discipline has helped create safe school environments and is probably the most empirically supported school discipline approach available.

CHAPTER 3

REINFORCERS: RECOGNITION, REWARDS, AND MOTIVATORS

In Chapter 2 we pointed out that providing students with different learning materials suitable to their current levels of functioning is standard for teachers. Similarly, appropriate reinforcers must be provided for each person if optimal results are to be achieved. Remember that there are "Different strokes for different folks!" Thus, in this chapter we will look at a variety of possible reinforcers that can be used to help motivate students to learn and behave appropriately in the classroom.

Providing Attention/ Recognition

To provide students with attention for their classroom accomplishments is important for several reasons. First, as we will discuss in Chapter 8, one major purpose of behavior is to attain attention. We all need attention and recognition for our accomplishments and effort. It is a basic human need. If students cannot get attention for their classroom accomplishments, they will find another way to obtain the attention they need. (All too often it is accomplished via misbehavior.) Secondly, positive attention and recognition from teachers help build self-esteem, or self-concept, and a positive attitude toward school.

Table 3.1 presents a variety of examples of what to say and do to provide attention and recognition to students. The listing in Table 3.1 contains only suggestions as to how to communicate satisfaction and pleasure to students for their progress. Obviously, the situation, the student, and the student/teacher relationship will dictate the appropriate form of communication or attention in that context. It is helpful to speak at their level and use their slang at times to compliment them. Above all, be sincere! Also, the more attention students receive for positive behaviors, the fewer behavior problems they will exhibit in the classroom. Students will not need to misbehave in order to get the attention that they seek (see Chapter 8).

Feedback is another important way of providing attention and recognition. Feedback involves explaining to students what they are doing correctly and incorrectly. The emphasis, of course, should be on what is being done correctly. Stress the positive. Feedback has been found to be more effective in promoting learning when it is combined with praise.

Use **specific praise**. Specific praise appears to be more effective in promoting learning than the use of more general or vague expressions of praise. To use specific praise, include the reason or rationale for its delivery. For example, rather than saying, "You're a good student," try saying, "Great! You integrated the material with examples relevant for you." Or, "Richard, you completed that new type of math problem without any help. Fantastic!" Specific praise, then, places the emphasis on the behavior, not on the person. It helps the person to discriminate

what behavior is effective or functional. Specific praise also is easier for students to accept and integrate into their self-concepts. It appears more honest and sincere to them. Thus, try to use specific praise whenever using compliments or praise statements.

Certificates and awards for accomplishment have been used successfully to motivate many students (as well as adults). We have provided several illustrations below, and additional illustrations are provided in Appendix A. It is more difficult to find certificates that work at the high school level. However, we have found that when high school students in art classes design the certificates, they work well. In addition, in the reference section at the end of this chapter we have listed several booklets that contain certificates and awards. Also, many educational supply stores have a selection of similar materials.

Table 3.1

Ways of Providing Attention/Recognition: Interpersonal Acts

For Children	For Youths
smile	smile
pat on the shoulder, head, or back	nod
wink	laugh (with, not at)
nod	positive comment on appearance
push on swing	pat on back
assistance	handshake
eat with children	ask to demonstrate or explain something
	assist when requested
	signal or gesture of approval
Saying (adding reason):	**Saying** (adding reason):
very good	very good
yes	yes
great	great
nice	okay
fine	exactly
fantastic	thank you
excellent	that's interesting
unbelievable	right
atta-girl, atta-boy	I agree
far out	good idea
that's correct	fantastic
marvelous	unbelievable
you really pay attention well	you are really creative, innovative
that was very nice of you	keep up the good work
wow!	you are really improving
good work	you're really becoming an expert at this
good job	it really makes me feel good when I see so many of you hard at work
_____ is a hard worker today, good for you	that's a thoughtful thing to do
much better	_____has gotten his materials and has start to work already; good going!
that's the way	thank you _____ for remembering to raise your hand
you should show this to your parents	
that's perfect	
you're doing very well	
watch what he did; do it again	
show the class your ____	
wow, look at ____ work	
you look nice today	
I can really tell that ____ is thinking	
_____ is sitting quietly and doing his work; good for him/her	
_____ just earned another point by sitting quietly	
_____ has all of his supplies on her desk and is ready to go; good!	
it's nice to see the way _____ raises his hand when he wants to share	

CERTIFICATES AND AWARDS

Providing Access to Activities and Items

A major function of some behavior is to attain access to an activity or item (see Chapter 8). Many of us work on our jobs to have a house, a car, money to go to a movie, and so forth. At home children are often told that to watch TV, their homework must be completed. Access to activities and items can also be used in the classroom to help motivate students to behave, complete their work, and learn the class content. For example, if Ian remembers to raise his hand instead of yelling out, he can take the ball out to recess.

A variety of activities and items have been used to motivate students. Below are listings of sample activities and items for children and youths, some of which might be appropriate (functional) for use in the classroom:

Sample Activities

having lunch with teacher
grading papers
passing out paper or supplies
talking to a friend
being pulled in a wagon
building with blocks
minutes of free time
being a team captain
having access to game room or activity table
arranging bulletin board
helping custodian
being a room monitor
using a computer
having radio tuned to favorite station
helping a younger child learn
modeling with clay or putty
drawing and coloring
picture-taking trips
writing on the chalkboard
use of a copy machine
leading pledge of allegiance
painting
tutoring
use of a piano
leaving class early
watching self on videotape
solving codes or puzzles
helping staff
participating in a class party
performing special jobs
viewing movie
sitting at teacher's desk
having time in class for homework

Sample Items

(Avoid giving objects small enough to lodge in the windpipes of young or severely developmentally delayed students.)

food
cookies
popcorn
pastries
potato chips or munchies
fruit juice
soft drinks
small candies
car and sport magazines
pens
pencils
posted compliments
toys
toys for siblings
jacks
crayons
coloring book
puzzles
posters
eraser
balls
school pennant
rental equipment
CDs
note pads
colored pencils
colored paper
school decals
positive notes home
collector cards
gold stars
teen magazines
art supplies
board games
plaques, trophies
portrait

Obtaining Free and Inexpensive Items

Because resources are limited, it is always good to know how to obtain items for little or no cost that can be used to help motivate students. Most students will work hard to obtain some of these items. One good source is the fast-food restaurant. For example, talk to the manager of a local fast-food restaurant (e.g., McDonalds, Burger King, or the like). They will often provide certificates that can be exchanged for a hamburger, fries, and a soft drink. Sometimes bakeries donate day-old baked goods. Don't overlook junk-mail giveaways and promotional items. Many times local merchants, students, and parents will donate items. Also, be sure to ask school administrators, nurses, counselors, and other support personnel for ideas.

Many of the items collected can be loaned or rented to students for a specified period of time, rather than given to them. This can help ensure a continued supply of highly desired items. Prepare gift certificates and notes that are exchangeable for the kinds of activity reinforcers described earlier: "You may leave three minutes early for lunch," "You and a friend may have an extra five-minute break," and so on. Fortunately, items like these require few resources but can serve a powerful motivational function.

Identifying Reinforcers for the Hard-to-Motivate Student

Many students will work for grades and social approval and are thus easy to motivate to do their work. However, some students do not find grades or teacher approval very reinforcing. We often refer to these students as being hard to motivate.

Although there are several ways of identifying what might motivate these students, some teachers do not want to try to motivate them. Some teachers feel that students "should want to do this, I shouldn't have to bribe them," even when it is apparent that students do not want to do it. Rather than try to motivate students, these teachers punish students who do not show sufficient motivation to do their assigned work. As we discussed in Chapter 1, this can result in the hard-to-motivate student becoming more of a behavioral problem in the classroom and developing negative attitudes toward school and schoolwork. What we encourage is that teachers try to motivate students. This is more likely to result in students doing their work, fewer behavioral problems, higher self-concepts, and more positive attitudes toward learning.

One way to discover what might motivate specific students is to draw on the **Premack Principle**. Premack demonstrated that those behaviors in which an individual freely and repeatedly engages can be used to reinforce low-probability behaviors. For example, parents might tell their children to do their homework (low-probability behavior) before they can watch TV (high-probability behavior). The teacher's task, then, is to discover what activity or activities will a student repeatedly engage in whenever given the opportunity (or what has the student *demonstrated* that he or she prefers to do). This is usually accomplished through observation and by asking students what it is that they prefer to do when given the opportunity. Once the activities that the student frequently engages in have been identified, determine those that are practical to use and control the student's access to them. In other words, as with the TV example above, the student is only allowed access to the desired activity, or TV, *after* he or she has performed the low-frequency behavior, doing homework, to some predetermined, acceptable degree. If the student can obtain access to the desired activity whenever he or she wants, or at other times, then the activity cannot be used to motivate the student. Thus, the teacher must have control over the student gaining access to the activity if it is used as a motivator or reinforcer. To repeat, the student is permitted access to the high-frequency behavior only when he or she has performed the low-frequency behavior (e.g., schoolwork) satisfactorily.

Sometimes it is not practical or desirable to provide the high-frequency activity after each occurrence of the low-frequency behavior. For example, let's say that the high-frequency activity is using the computer. Rather than allowing the student to use the computer after each occurrence of the low-frequency behavior, he could earn points that are exchangeable for x minutes at the computer, which is available only at certain times of each day.

A second method is to **observe the student's reactions** to praise, pats on the back, offer of certificates or positive notes home, and other conse-

quences. If the student smiles and appears to work harder, this is evidence that it may be possible to use that consequence to motivate the student to engage in goal behavior (e.g., raising his hand, doing her assigned schoolwork, and so forth). Or, to experiment by repeatedly giving the student a choice of activities or items. The activities or items that the student repeatedly selects are what probably can be used to motivate the student.

To help the identified reinforcer (e.g., praise or edible item) work effectively, sometimes it is helpful to reduce (not eliminate) its delivery for other behaviors. Also, try to provide the praise, or small amounts of the edible item (provide small amounts to help keep the reinforcer from becoming ineffective due to the student becoming sated), every time that the goal behavior occurs. Later we will discuss what else can be done to help maximize the effectiveness of a motivational program. However, before doing so, let us briefly look at ways to involve the parent(s) in supporting the student's behavioral change.

Involving Parents/Caregivers in the Motivational Program

Sometimes it is difficult to identify strong enough motivators for some students, even after trying the methods previously described. In those cases consider involving the family in the motivational program by using a **daily report card** system. The daily report card system is simply an arrangement between the teacher and the home. The teacher provides a rating or mark on a card or checklist (checking off behaviors such as: followed instructions, completed assigned work, got along well with classmates, and so on) that is sent home. The parent provides the rewards for the improvement in behavior. For example, elementary students can be given a brightly colored sticker and secondary students a check mark on a card immediately after each period in which they did not engage in profanity or some other target behavior. Preestablished numbers of these stickers, or check marks, can be exchanged at home for prespecified privileges, such as having a friend spend the night, watching extra TV, going swimming, or having a special snack. Another example would be having a secondary student obtain her teachers' initials each day that she satisfactorily completes her schoolwork. At home, privileges (e.g., use of the phone, watching TV, visiting with friends) could be provided according to the proportion of "acceptable" marks. Illustrative report cards are located in Appendix B. Some of the illustrations have many behaviors listed. Use only those targeted for change.

The advantage of such a system is that the home often controls many potential reinforcers that the school does not have access or control over; for example, having a friend spend the night, going fishing or to Disneyland, phone privileges, and so forth. This cooperation may result in a more powerful motivational system. Also, it is advantageous when the home and school are working together toward the same goal.

A possible disadvantage is that not every home situation is conducive to cooperation or consistent follow-through. In addition, even when parents/caregivers are told the importance of only reinforcing improvement in the targeted behavior, some parents/caregivers may punish the student severely for lack of improvement. (See Chapter 7 for suggestions as how best to work with parents/caregivers.)

Maximizing Effectiveness of Motivational Programs

When you select reinforcers, consider what will work for the individual student and the optimal quantity for a given situation. Also, the use of praise should be specific. This section presents several more guidelines to follow if a motivational program is going to work effectively. In fact, when we hear the phrase, "I tried that and it didn't work," the failure is usually because one or more of the guidelines presented in this chapter were overlooked.

Reinforce Immediately, When Appropriate

The advantage of reinforcing immediately is that immediate reinforcement communicates more clearly to students which behavior is being recognized. It helps students determine which behavior is functional in meeting their need or getting them what they want and results in more rapid behavioral change. If the praise or points are not given immediately, students will not have as clear an understanding of which exact behavior they are being recognized for. And, what the reinforcer follows, it

usually influences. (Another way to facilitate discrimination is to use specific praise, as described earlier.)

A problem sometimes occurs because it is not always possible to reinforce immediately. For example, the teacher cannot call on Ian each time he raises his hand. In these cases, it is best to work out some supplementary reinforcement program. Give Ian a wink or some sign to indicate that you know that he has his hand up and that you will get to him as soon as possible. Sometimes, too, it is helpful to teach a youngster to begin work on another appropriate activity while he or she is waiting for assistance or feedback. Furthermore, it is not always desirable to reinforce immediately. After the behavior is occurring at a high, steady rate, gradually introduce delay. This is important because seldom do we receive reinforcement immediately following our behavior. (How long do you have to wait for your paycheck?) The student must learn to gradually tolerate longer delays of reinforcement.

Reinforce Every Response Initially

Research has shown that behavior increases more rapidly when it receives reinforcement (e.g., praise) following each occurrence. However, behavior is maintained over longer periods of time if it is reinforced only some of the time (intermittently), rather than each time. In other words, try to reinforce the behavior each time it occurs while teaching new behavior. But, once the behavior is learned, gradually reduce the frequency at which it is reinforced to maintain the behavior over a long period of time. You want Ian to be able to continue to perform the behavior in the absence of reinforcement and not "forget" how to do it by the next day.

Specify the Conditions Under Which Reinforcement Will Be Delivered

Students need to know what they must do and when they must do it to obtain their reinforcement. For example, if Paul is to refrain from hitting others anywhere on the school campus, that needs to be clearly stated. If he is to raise his hand during math and not during English or PE, that needs to be clearly communicated. Again, such clarity results in more rapid discrimination and behavioral change.

Use a Variety of Reinforcers

Teachers too often rely on a single reinforcer to motivate a student to change his or her behavior. The problem is that the motivational strength of any consequence is likely to vary. It may not, then, always be reinforcing. For example, Maria just ate a large meal. Offering her an edible item that is usually highly desired will not motivate her when she is full. Similarly, playing basketball usually is reinforcing. However, Ian is so sore he can hardly move. The last thing he wants to do now is play basketball. Always provide a variety of reinforcers that students can select among, once they have earned the privilege of doing so.

Eliminate, Reduce, or Override Reinforcers for the Problem Behavior

Try to make sure that the problem is not continuing to receive reinforcement. If it is, it will probably continue to occur and interfere with the development of the replacement or goal behavior. For example, if students are told to raise their hands before participating, but the teacher continues, once in a while, to listen to or incorporate the points made by those who blurt out, such blurting out will continue in the classroom. Or, if the teacher is trying to get Maria to complete her lessons but her boyfriend, Joe, keeps giving her attention whenever she looks up from her work, reinforcement is occurring for her being off-task.

When two opposing behaviors are receiving reinforcement, competing contingencies are occurring. Competing contingencies can come from a variety of sources. For example, competing contingencies were illustrated above where the teacher was reinforcing Maria for lesson completion, but Joe was reinforcing her for being off-task. Similarly, the attention of friends for being aggressive or talking too much in class can provide competing contingencies to classroom goals. Parents having the TV on in the room where the student is supposed to be doing his or her homework is another example. A competing contingency could even be the relief the teacher experiences when a student is not present in the classroom while the counselor is trying to get the student to come to school more often. Such competing contingencies need to be reduced, overridden, or eliminated if the goal behavior is to occur successfully.

Summary and Discussion

A variety of certificates, awards, and potential reinforcers were presented in this chapter. However, to use them effectively, be sure to select those that are *effective* with *individual* students. Also, the selected reinforcers must be delivered *immediately* following each occurrence of the desired or goal behavior. Once the behavior is established, gradually introduce delay, and the frequency at which the reinforcers are delivered should be *gradually reduced*. It also is imperative that the teacher *clearly communicate* what the students are to do to receive the reinforcers. If the program is to be effective, *use a variety of reinforcers*, and try to *reduce or eliminate reinforcers for the problem behavior*. In Chapter 8 you will learn how to identify the purpose of the problem behavior (i.e., what reinforcers are maintaining the problem behavior). It is very helpful to identify these reinforcers and use them to reinforce the student's replacement or desired behaviors.

Additional Motivational Resources

Reavis, H. K., S. T. Kukic, W. R. Jenson, D. P. Morgan, D. J. Andrews, and S. L. Fister. 1996. *Best practices: Behavioral and educational strategies for teachers*. Longmont, Colo.: Sopris West.

This publication offers a practical and easy-to-understand guide for teachers. Topics include: cooperative learning, home-notes, reprimands, teachers' praise, behavioral contracts, peer tutoring, and self-recording. Case studies are provided to illustrate each procedure. The manual also includes reproducible forms and handouts to be used by teachers.

Schumaker, J. B., M. F. Hovell, and J. A. Sherman. 1991. *Managing behavior: A home-based school achievement system.* Lawrence, Kans.: H&H Enterprises, Inc.

A step-by-step program for implementing daily report cards for intermediate students. However, many of their daily report cards and procedures can be used at the elementary and high school levels. This program resulted in reduced truancy and improvements in schoolwork, daily grades, and teachers' satisfaction with the students' performance.

Sulzer-Azaroff, B., and G. R. Mayer. 1991. *Behavior analysis for lasting change*. Fort Worth, Tex.: Harcourt Brace Jovanovich Publishers.

This book is a comprehensive professional reference. Regarding reinforcement, it describes how to identify reinforcers, how to maximize their effectiveness, and provides many, many illustrations.

CHAPTER 4

CLASSROOM MANAGEMENT ACTIVITIES FOR CREATING A POSITIVE LEARNING ENVIRONMENT

Good teachers use a variety of activities for promoting a positive environment in which learning can occur. They realize that students' motivational levels are often related to the students' expectation of success and the value they place on the task. The following are included among these "good teaching" and motivational activities:

- Set attainable but challenging goals for the students. Provide opportunities for each student to succeed.
- Provide appealing, interesting, and novel activities.
- Supply new or better tools, supplies, or materials, including the use of personal computers.
- Encourage students to actively participate and respond.
- Solicit, listen to, and act on useful suggestions from students.
- Provide opportunities for students to interact with peers.
- Be friendly—greet students cordially, get to know them well enough to converse with them, and include illustrations of the things that interest them.
- Teach students to assess their own performance and to set goals.
- Express enthusiasm for the teaching material.
- Provide a pleasant, physical classroom environment.
- Comment on and praise students' accomplishments, even those that they are expected to perform.

In addition to these "good teaching" and motivational activities, there are a variety of positive classroom behavior management strategies (positive behavior interventions) that help to reduce and prevent the occurrence of behavioral problems so that teaching and learning can occur. Each strategy *teaches students how to behave*. They do not rely on using punishment to teach students how not to behave. These classroom management strategies have been found to work effectively at different grade levels, and they also are easy to implement. In other words, they take little time and effort to design and use effectively in the classroom. Some can be used as permanent classroom management tools. However, view the programs as guidelines only. Instead of using them as a menu, adapt and revise them so they become tailored to the students' personalities and the pulse of the classroom.

In Chapter 2 we provided a framework that reinforces students for adhering to rules and other positive behavior. It also was explained that minor infractions are dealt with by using reinforcement

strategies that teach students replacement behaviors or how to behave. The activities presented in this chapter teach students how to behave and will help to make the classroom environment positive rather than punitive.

Positive Classroom Management Activities

Modeling

Modeling is used effectively at all grade levels. It consists of catching peers engaged in the appropriate behavior (e.g., doing their schoolwork) and positively recognizing that behavior. When the other students imitate the behavior, or start doing their schoolwork, positively recognize the imitation. A good classroom management rule to follow is: *When a student is engaged in some minor infraction* (such as being out of his seat, blurting out for attention, or talking to neighbors), *rather than punishing the misbehavior, use the misbehavior as a signal, or a reminder to look for those students who are doing what they should, and reinforce their appropriate behavior.* For example, Hilda is out of her seat. Try saying, "Socorro" (a friend of Hilda's), "I'm so pleased to see that you are in your seat doing your work. You too, Tyrone. In fact, this whole row is working very well!" And, when Hilda gets back in her seat and starts doing her work, be sure to compliment her behavior too. (Always reinforce the act of imitation or this strategy will not work.) Another example could be Demian blurting out an answer. Again, rather than admonishing Demian, call on someone with his or her hand up and praise him or her for remembering to raise his or her hand. And then, if Demian raises his hand, try to call on him as soon as possible and compliment him for remembering to raise his hand.

Advantages. Too often, teachers give a disproportionate amount of their attention to misbehavior, rather than to appropriate behavior. By acknowledging appropriate behavior, students who deserve the recognition and attention get it. (Be careful, though, not to recognize students who might yell out, "I did that too, teacher," in an attempt to be recognized. Do not reinforce this type of disruptive classroom behavior that others might imitate.)

Another advantage of this strategy is that it teaches students how to behave by providing them with opportunities to witness good behavior being recognized. The focus is not on punishment but on teaching. Thus, it also minimizes the negative effects that punishment can have and makes the classroom more positive and more conducive to learning. It is recommended that this strategy be used frequently throughout the school day as a regular classroom management tool.

Disadvantages. The major disadvantage of modeling is that it is not a procedure that works quickly. Thus, it can take a while to demonstrate its effects. Because of this, it is not a strategy to use by itself on serious, intolerable problem behavior in which you must achieve an immediate cessation. However, it can be used frequently to reduce most minor infractions and to help prevent problem behaviors from occurring in the classroom.

Another disadvantage is that some teachers "forget" to recognize the act of imitation. When this happens, students soon stop trying to imitate others in the class because it is not functional for them to do so. It does not work for them. So what do they do? They go back to the misbehavior that worked in the past or escalate it. Therefore, be sure to reinforce any acts of imitating positive behavior.

Catch 'em Behaving Game

The Catch 'em Behaving Game often introduces fun, excitement, and novelty into the classroom. The reward over time for the teacher may be a classroom of students who are fun to teach as well as cooperative and committed to exhibiting good behavior. The game involves the following steps for third through twelfth grades, but it also can be adapted for the primary level:

- Have students identify and role-play one or more behaviors that are desirable for students to exhibit in class (e.g., completing schoolwork, getting to class on time, raising their hands, working quietly, or helping classmates with their work).
- Select with the class various reinforcing activities and items that are appropriate to give individual students in the class. (See Chapter 3 for ideas.)
- Obtain a roll of tickets (at a stationery store).
- Explain to students that you will be looking for the occurrence of the identified behaviors and

that you will be giving a ticket to the students you catch exhibiting those behaviors.

- Request that the students write their names on each ticket as soon as they receive it. At an appropriate time in the class, have the students place their tickets in a selected container. The more tickets each student receives, the better chance he or she will have for being chosen to play the game.
- Pass out tickets to students you catch exhibiting identified behaviors (i.e., provide a ticket whenever a student is caught completing his or her schoolwork, raising his or her hand, or for whatever behavior has been selected). Be sure to compliment the student receiving the ticket for his or her appropriate behavior.
- Place four to five paper cups upside down on a table or desk. Under each cup place a piece of paper on which you have written down one of the reinforcing items or activities.
- Have a drawing every so often in the class. Draw one to five tickets out of the container and call out the student's name written on each ticket. (The game should be played frequently—about three times during a period—when it is first introduced to the class.)
- Have each student whose name was called select a cup and read to the class what reward he or she is to receive. (If you have students who have difficulty reading, you might want to read the notes yourself to the class to avoid inadvertently punishing or embarrassing certain students.)
- Provide the rewards mentioned on the paper note to the students who won them and congratulate each.
- Gradually reduce the frequency of playing the game after a day or two. Eventually, this is an activity that may be phased out completely, or just played once in a while as a special treat for the class, after the game has obtained its desired classroom management effects. However, be sure to continue using compliments and praise.

Adaptations. The teacher can use other ways to select students to play the game. For example, the teacher keeps point records in a notebook and allows only those students with a certain amount of points to play the game. Or students are selected to participate based on their current behavior at the moment the game is to be played. At the primary school level, one of the above adaptations can be used and the notes can be read to the students.

Activity Table

The Activity Table, like the Catch 'em Behaving Game, introduces fun, excitement, and novelty into the classroom, and teaches students in kindergarten through grade twelve how to behave. Use the Activity Table for specific behaviors or to achieve control in disruptive classrooms. To implement the Activity Table:

- Display an assortment of reinforcing items on the Activity Table that are appropriate for the developmental level and interests of the students in the classroom—interesting reading materials, checkers and chess sets, cards, a television or VCR and/or CD player with head phones, and so on. (See Chapter 3 for ideas.)
- Identify one or more behaviors students are to exhibit (e.g., completing schoolwork, getting to class on time, raising their hands, working quietly, or helping classmates with their work). Again, involve students who are identifying the desirable behavior(s).
- Award individual students points, tickets, or check marks for performing the behavior(s).
- Allow students access to the Activity Table once they have obtained their tickets, points, or checks. Each point or check can equal five minutes at the Activity Table. Students can bank their checks up to a total of 20 minutes, or spend them at the Activity Table as soon as they earn them.

Terrific Tables

The Terrific Tables activity introduces competition among students for behaving well. To implement this activity:

- Divide the class into teams, usually four to six, and allow each team to select its team's name.
- Discuss and list a positive behavior that students and the teacher want to reinforce (e.g., everyone on the team has completed his or her homework or everyone on the team is back from recess on time).

TERRIFIC TABLES

Number of times all team members completed class assignment

Team	1	2	3	4	5	6	7	8	9	10
Dolphins	X	X	X	X						
Lions	X	X								
Dinosaurs	X	X	X							
Eagles	X	X								
Pythons	X	X	X							

Number of times all team members arrived to class on time

Team	1	2	3	4	5	6	7	8	9	10
Jaguar	X	X	X	X	X	X	X	X		
Mercedes	X	X	X	X	X	X	X	X	X	X
BMW	X	X	X	X	X	X	X			
Porsche	X	X	X	X	X					
Corvette	X	X	X	X	X	X	X			

- Display a "Terrific Tables" chart, such as the one in the illustration above.
- Ask each team to select an activity reward. (See Chapter 3 for ideas.)
- Add a star or check mark each time the target behavior is achieved by a team (never remove stars or check marks). Or slide picture of team mascot along boxes. (When the team's row is filled in, or the picture reaches the end, that team receives a reward. The winning team starts over; other teams continue until they too win a reward.)

Marble in the Jar

The Marble in the Jar technique is similar to the ones previously described in that it too is easy to implement and fun to play. Like the others it reduces problem behavior by teaching elementary and middle school students how to behave. It can provide reinforcement through auditory, visual, and kinesthetic channels. To implement this strategy:

- Keep a sack of marbles and a glass jar in a visible spot in the class.
- Describe a behavior that you want your students to improve on or to learn.
- Select with the class the reward they would like to earn for their behavior improvement. (See Chapter 3 for ideas.)
- Mark a line on the jar that will serve as the goal point.
- Add a marble to the jar each time you observe a student perform the behavior (or the student can place the marble in the jar). Be sure to frequently praise the occurrence of the behavior.
- Provide the reward once the class reaches the goal point on the jar.

Points for Good Behavior

Points for Good Behavior may be used at the elementary, middle, or high school level. To implement this program:

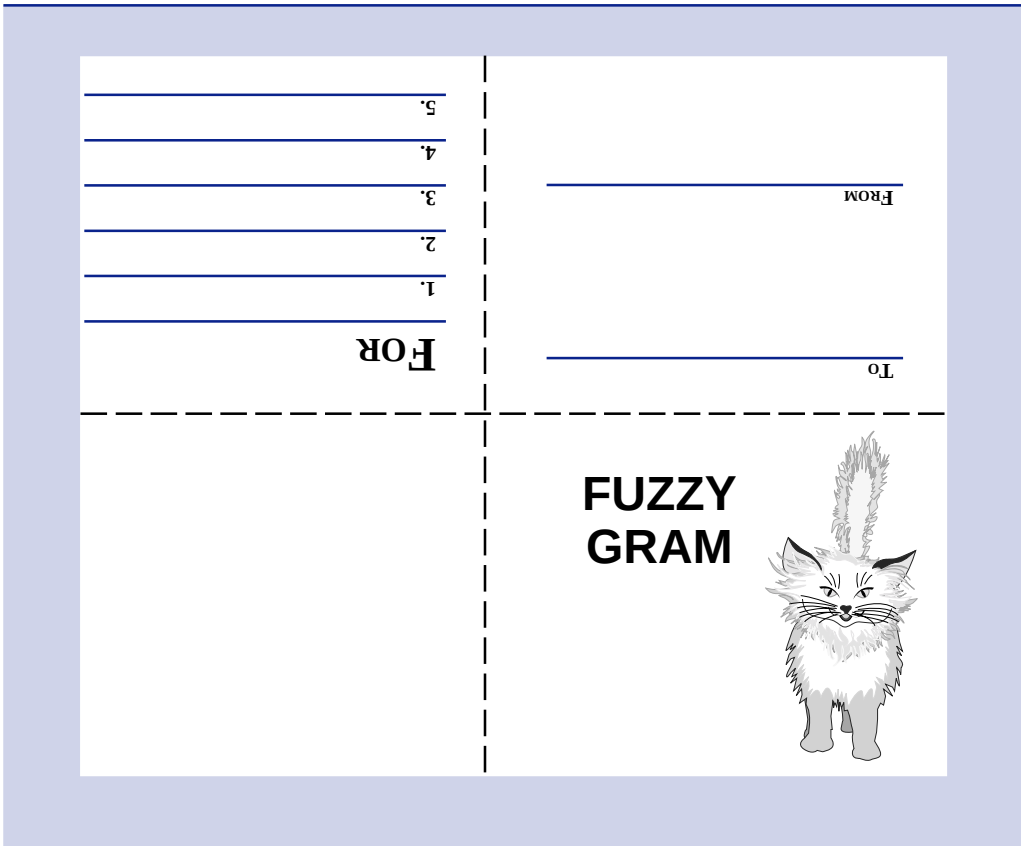
- Share with the class that each student may earn points by doing the following: (1) be in your seat before the tardy bell rings; (2) have your pencil and paper ready; and (3) work silently and complete assignments. (Or, they may earn points for whatever goal behavior is selected.)

- Give students points for quietly entering the room, sitting at their desks, reading instructions on the chalkboard, and beginning work without being told.
- Give those who continue to work additional points. Give assignments that can be completed during the class period, and give points to students who complete them.
- Pair the points with specific praise statements, such as, "I appreciate that you were on time to class!"
- Allow students who finish early to choose one of several activities; for example, going to a learning center, working on their homework, or reading material of their choice.
- Permit students to exchange points for various reinforcers (see Chapter 3). One suggestion for fun and variety is to hold an auction for: items that students have brought from home, things collected from "wherever," special privileges, and so forth. The students bid on the items with points they have earned throughout the week. The student with the most points can be the auctioneer if he or she wishes. (Students do not have to use all their points each week. They can save them for the following week.)
- Continue to praise, but gradually reduce the points that you give out after the program has been in operation for several weeks. Eventually use points only on an occasional day, about once a week, and then phase out completely.

Fuzzy-Gram Notes

Fuzzy-Grams, which students give to each other, foster the development of a positive learning environment by encouraging and teaching students to look for and to positively recognize the appropriate behavior of their classmates. They help to reduce mutually aversive interactions among students and provide peer reinforcement for appropriate social and academic behavior of their classmates. An illustrative Fuzzy-Gram is provided below. Note that it includes spaces for both the sender's and recipient's names plus a complimentary message.

FUZZY-GRAM FORM



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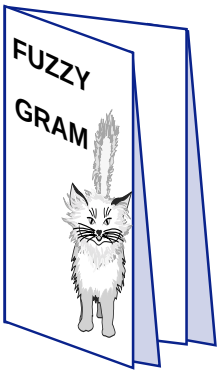


To implement a Fuzzy-Gram program for grades three through twelve:

- Duplicate a supply of Fuzzy-Grams (see illustration).
- Discuss, model, and role-play with your class the writing of positive notes.
- Provide opportunities for sharing completed Fuzzy-Gram messages, such as in small-group discussions.
- Compliment and perhaps provide other reinforcers for those who provide positive Fuzzy-Grams.

Adaptations. There are many variations of the Fuzzy-Gram notes, and, of course, students can create distinctive Fuzzy-Grams for the class. Variations include Gracias-Grams, Thank-You-Grams, Boo-Grams for Halloween, Love-Grams for Valentine's day, Patty-Grams for St. Patrick's day, Bunny-Grams for Easter, and Gobble-Grams for Thanksgiving. Some student clubs have used various Fuzzy-Grams to help raise money. For example, one school club sold carnations (white carnations signified, "I'd like to get to know you" while pink or red signified, "I like you") along with a Valentine-Gram that the student would fill out, omitting his or her name. A member of the club delivered the carnation and Valentine-Gram. If, on the day of delivery, a recipient wished to find out the name of the sender, he or she had to pay the club a small fee.

Problems. It is not always easy to get students to provide positive comments to one another. Sometimes, particularly with elementary schoolchildren, we have found it helpful to teach complimentary words that they can use (e.g., athletic, brave, cheerful, cool, cute, dependable, fair, friendly, fun, good sport, helpful, honest, kind, leader, loyal, neat, nice, polite, smart, strong, terrific, trustworthy, understanding, and so forth). We also have found it helpful to incorporate a Compliment Meter program to encourage and reward the class for writing Fuzzy-Grams. Also, modifying the program into a Secret Pal Game or an I-Spy program can sometimes be helpful. These programs are described in the following sections of this chapter.

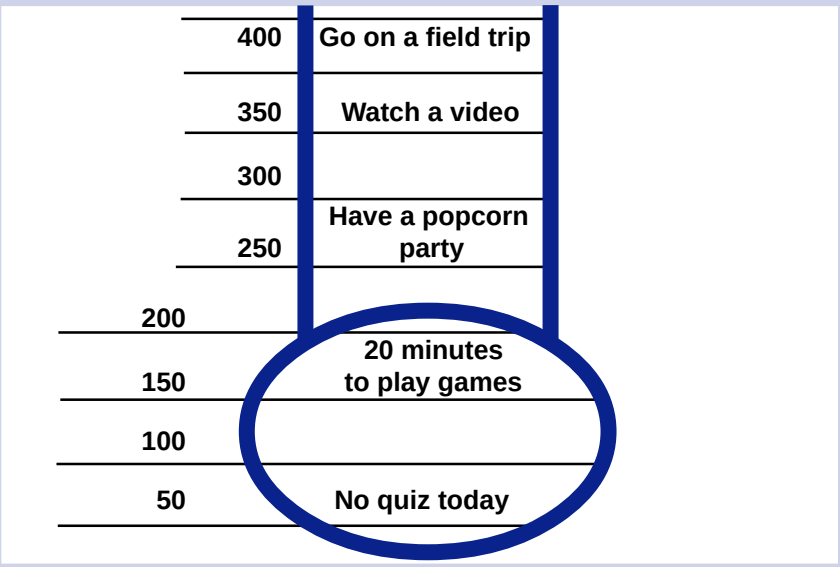
Advantages. Students begin to express their appreciation more frequently in the classroom and in other settings. Motivated by mutual praise, they notice the good things that their peers are doing. Teachers report that they have fewer problems with discipline and spend less time nagging and punishing their students.

Compliment Meter

A Compliment Meter encourages students to give one another Fuzzy-Grams. It looks like a thermometer and can be drawn on a chalkboard or on a chart (see following illustration). To implement a Compliment Meter program:

- Draw a Compliment Meter on the chalkboard or on a chart.
- Place numbers on it as in the illustration.
- Select with the class the special activities they would like to earn (see Chapter 3 for ideas).
- Place the name of the activity opposite the number of fuzzy-grams given, as indicated on the Compliment Meter (e.g., at 50 Fuzzy-Grams there will be no quiz that day, at 150 they earn an extra 20 minutes to play games, at 250 they can have a popcorn party, at 350 they can watch a video, at 400 the class has a field trip, etc.)
- Count the number of Fuzzy-Grams given out at the end of each period or day and add the total to the Compliment Meter .
- Provide each earned activity when the class reaches the predetermined goal or number of Fuzzy-Grams.

COMPLIMENT METER

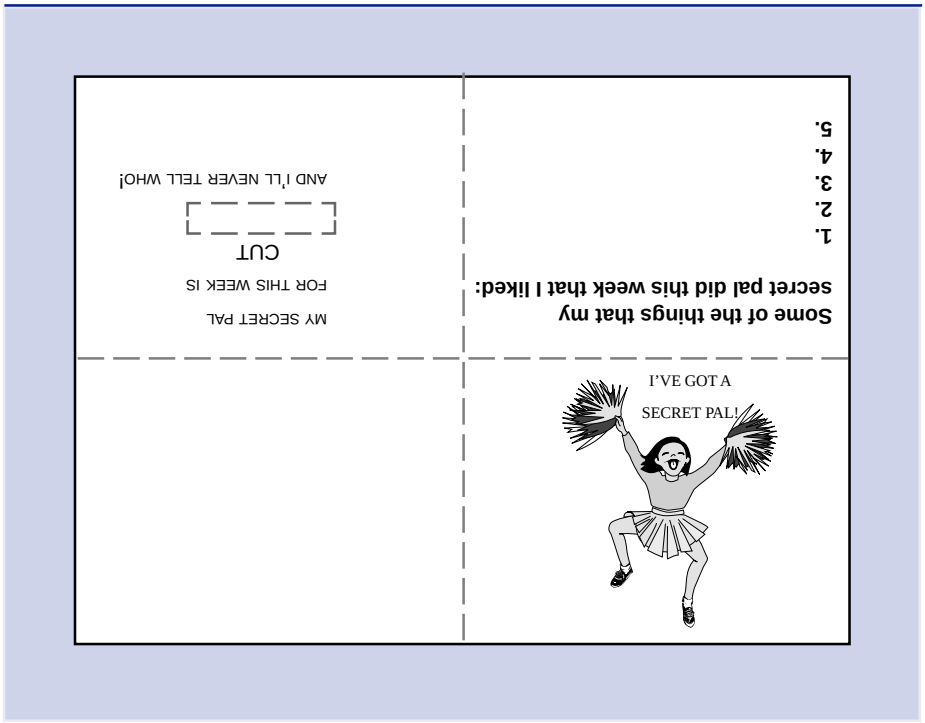


Secret Pal Game

The Secret Pal Game is a variation of the Fuzzy-Gram program in that it helps to ensure that all students receive compliments. This game can be used at any grade level, but with the early grade levels, verbal rather than written praise may be used or the students may draw pictures denoting complimentary messages. To help increase the number of compliments that each student receives, the Compliment Meter, described above, can be combined with the Secret Pal Game. To implement the Secret Pal Game:

- Ask each student to place his or her name on two slips of paper and place them into a container, such as a hat or bowl.
- Ask each student to draw two names from the container. If the student draws his or her own name or the same name twice, he or she must draw again.
- Duplicate a supply of Secret Pal forms (see following illustration).
- Discuss, model, and role-play with the class the writing of positive notes.
- Explain that each student is to: keep the identity of his or her secret pals a secret; watch the secret pals and notice when they do something nice; write on a form (see illustration) the nice thing that each secret pal did; and place or keep the forms in an appropriate location where others cannot see them. (The teacher and the class can decide how and when to deliver the forms. Some teachers have had their students place their forms in envelopes that have each student's name on them. The envelopes were located on a large poster or bulletin board.)
- Ask the class to share the comments each received. This can be done at the end of the week or more often when the program is first initiated. Each student also finds out the identity of his or her secret pal. With some groups it may be necessary to screen the notes before they are seen or shared.

SECRET PAL FORM



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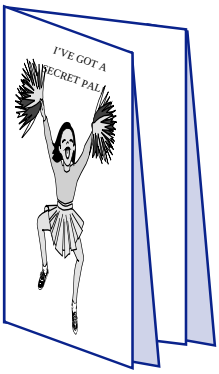
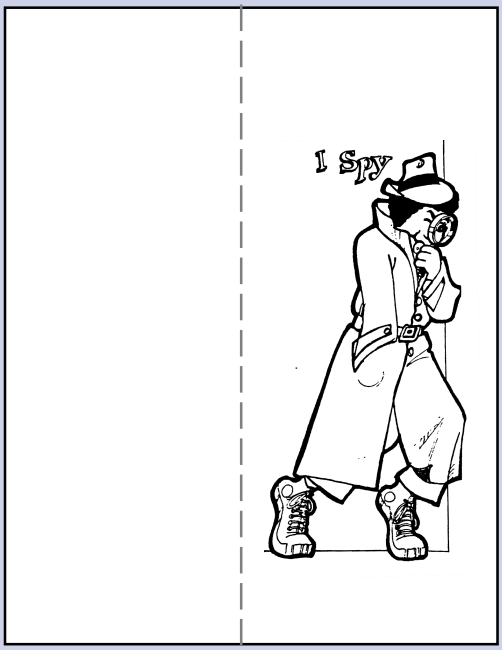


I-Spy Game

The I-Spy activity, a variation of the Fuzzy-Gram program, works well at the upper elementary, intermediate, and in some high school classes (e.g., homerooms, psychology classes, or special education classes). It is implemented similarly to the Secret Pal Game:

- Ask each student to place his or her name on a slip of paper and place the paper into a container, such as a hat or bowl.
- Ask each student to draw a name from the container. If the student draws his or her own name, he or she must draw again.
- Duplicate a supply of I-Spy forms (see following illustration).
- Discuss, model, and role-play with the class the writing of positive notes. The notes should be specific, such as: participated in class discussion, volunteered to help teacher, loaned a pencil, or turned in homework on time.
- Explain that each student is to: keep the identity of the student's name drawn a secret; watch the student and notice the date, time, and the positive behavior; write on a form (see following illustration) the nice thing that the student did; and place or keep the form in an appropriate location where others cannot see it.
- Ask the class to share the comments each received at the end of the week (perhaps more often when the program is first initiated). Students hand in the I-Spy cards, and the teacher distributes the cards, after reviewing them, to the "suspects." The cards may then be read aloud in class.
- Consider providing weekly prizes for the three students who write the most positive comments. Also, as in the Secret Pal Game, it is often better to ask each student to draw two names so that two peers will be providing positive feedback to each student.

I-SPY FORM



Outside of Form

I SPY _____

I CAUGHT MY SUSPECT
DOING THE FOLLOWING POSITIVE THINGS:

DATE	TIME	BEHAVIOR

Inside of Form

Summary and Discussion

This chapter has described classroom management activities that can be used to create a positive classroom environment that is conducive to learning. The focus of these strategies has been to teach students how to behave, not how to punish or teach students how not to behave. Each strategy that was presented is easy to implement and helps to prevent and reduce classroom problem behaviors. The activities are not designed to address intolerable behavior problems such as violence, aggression, vandalism, or serious self-abusive behavior. When a behavior must be stopped immediately, a punitive procedure may need to be selected as discussed in Chapter 2. However, punitive procedures should be selected cautiously, as they have serious side effects.

Several programs were presented that can be used for teaching peers to recognize one another positively. However, in order to create and maintain such a supportive classroom learning environment, the teacher will need to model, cue, prompt, and reinforce positive recognition. Once implemented, these programs have major benefits:

- Students learn to identify and recognize the positive behaviors of their peers and teachers.
- Students receive praise for their own good behavior. This helps them to recognize what others view as appropriate and admirable behavior.
- The classroom environment becomes more conducive to learning.

When selecting one of the programs in this chapter, remember that learned behaviors do not change overnight. Do not give up too soon on a program. However, it is important to recognize that what works to motivate one student or group does not work for all. Thus, anticipate that the programs will need to be modified before, and sometimes during, implementation to fit particular situations and students. This will ensure better results. Also, older students should be involved in modifying the program to address their identified classroom issues. When students are involved, they will feel greater ownership of the program and learn how to devise their own solutions to address issues of behavior—their own and that of others.

It is best, particularly when setting up a program for an individual student, to base the program on the purpose or function that the behavior serves. This is explained in Chapter 8.

References

Sulzer-Azaroff, B., and G. R. Mayer. 1991. *Behavior analysis for lasting change*. Fort Worth, Tex.: Harcourt Brace Jovanovich Publishers.

This is a more technical, comprehensive book, but Chapter 12 has a variety of classroom and peer reinforcement programs. Chapter 13 describes token economies for the classroom.

Additional Resources

Mayer, G. R., T. Butterworth, H. L. Spaulding, P. Hollingsworth, M. Amorim, C. Caldwell-McElroy, M. Nafpaktitis, and X. Perez-Osorio. 1983. *Constructive discipline: Building a climate for learning.* A resource manual of programs and strategies. Downey, Calif.: Office of the Los Angeles County Superintendent of Schools.

The book contains many programs developed by teachers for teachers. There are chapters on students reinforcing students, individual student programs, improving classroom performance, and on managing classroom behavior. Each chapter contains about 10 to 20 distinct programs similar to those contained in this chapter.

CHAPTER 5

TEACHING SOCIAL SKILLS

Social skills are vital to a student's success in school and his or her ability to get along with others. These are skills that allow the student to interact positively with the teacher and peers and to do well academically. A student without appropriate social skills will not do well in school. Social skill deficits are a root cause of many adjustment problems.

All too often when a student does not demonstrate appropriate social skills (e.g., the student does not pay attention, persist on task, invite others to participate, or assist a peer who requests help), the teacher responds with punishment rather than an effort to teach the deficit social skill. Punishment does not teach the student how to behave, and when social skill deficits are not addressed by teaching replacement behaviors, the student continues to have problems into adolescence and adulthood (Sheridan, 1995). In other words the problem behaviors persist unless appropriate social skills are taught to the child, adolescent, or adult.

One might ask, then, "Why is it that many students demonstrate appropriate social skills while others do not?" In some home environments children are not given puzzles or encouraged to engage in activities that help them learn persistence on task. Similarly, some children are not read to or encouraged to participate in family discussions or other activities in which they could learn to pay attention. Or, to put it another way, some children have not experienced an environment that has taught them critical social skills.

The goal of social skills training is to teach students socially acceptable behaviors that will result in natural recognition and acceptance (reinforcement) from their teachers, classmates, and others. As will be discussed in Chapter 8, the problematic behavior that a student engages in meets a need or serves a purpose for that student. The task is to discover the purpose and teach positive alternative behaviors that will satisfy that purpose more effectively. How, then, might social skills training be approached?

Two Major Social Skill Areas

The two major areas of social skills that influence academic performance are: academic survival skills and peer relationship skills. They are discussed below:

Academic Survival Skills

Academic survival skills include the following social skills:

- Persistence on the task
- Eyes directed toward the teacher when the teacher is talking or demonstrating

- Compliance with the teacher's requests and directions
- Requesting help when needed
- Raising hand and waiting for permission before asking questions
- Requesting feedback over appropriately spaced intervals
- Nodding to communicate understanding
- Providing appreciative feedback or approval ("Thank-you," "Oh, now I understand," smiles)
- Greeting the teacher

Many of these skills serve as building blocks on which classroom learning occurs. Students cannot survive academically or obtain good grades if they have deficits in a number of these skills.

Peer Relationship Skills

Critical peer relationship skills include the following:

- Says "Hi" or "Hello"
- Introduces self by name
- Asks questions about the other student (name, likes, and so forth)
- Identifies common interests and discusses them
- Shares something about self
- Provides compliments and specifies what is being complimented
- Asks for permission
- Shares objects with others
- Assists others who desire assistance
- Introduces others
- Invites others to participate
- Smiles
- Cares for physical appearance or grooming
- Takes turns with preferred items

Students who are popular usually have most of these skills, while students who tend to be rejected by their peers do not. Students who feel rejected by their peers usually do not find school a pleasant, reinforcing place to be.

Steps in Teaching Social Skills

Identify Missing Skills (Deficits)

There are two major ways of identifying deficits: observation and rating scales.

Observation. One can often determine social skill deficits through classroom observations. Sometimes the social skills that students need training in are very obvious, as when certain students consistently fail to pay attention: The students may fail to look at the teacher during instruction, and their questions or answers are irrelevant to the lesson. One also can observe the behavior of students who appear to have good social skills to obtain an idea of which behaviors are desirable in the classroom and with peers. Some social skill deficits, however, are more difficult to identify. It may be helpful to review a social skills inventory, or rating scale, to become more sensitized to the behaviors to observe. Still, there will probably be times when it is not possible to determine the deficit through observation alone. In those cases you should consider using a social skills rating scale.

Rating scales. There are many inventories available; however, parts of two are included here for illustration. The first, an illustrative rating scale developed by McGinnis and Goldstein (1997) for students to fill out, is provided in Figure 5.1. The second, a rating scale developed by Sulzer-Azaroff and Mayer (1994) that the teacher and the student's parents can fill out, is provided in Figure 5.2. Another option is to prepare your own rating scale to target a specific social skill area. For example, you might want to focus on the peer relationship or academic survival skills previously mentioned.

Once the inventory is selected, anyone who knows the students well can fill out the rating scale. In addition, it is best to have the students fill out the inventory themselves (if they are old enough or functionally able) because, if they perceive a need to learn a new behavior, they will more likely use the behavior in new situations (McGinnis and Goldstein, 1997). Items, or social skills, that are rated low should be selected for possible intervention.

Figure 5.1: RATING SCALE FOR STUDENTS

INSTRUCTIONS:

Each of the questions will ask you about how well you do something.
Next to each question is a number.

Circle number 1 if you *almost never* do what the question asks.

Circle number 2 if you *seldom* do it.

Circle number 3 if you *sometimes* do it.

Circle number 4 if you do it *often*.

Circle number 5 if you *almost always* do it.

There are no right or wrong answers to these questions.
Answer the way you really feel about each question.

1. Is it easy for me to listen to someone who is talking to me?	1	2	3	4	5
2. Do I tell people thank you for something they have done for me?	1	2	3	4	5
3. Do I have the materials I need for my classes (like books, pencils, paper)?	1	2	3	4	5
4. Do I finish my schoolwork?	1	2	3	4	5
5. Is it easy for me to start a conversation with someone?	1	2	3	4	5

Figure 5.2: RATING SCALE FOR TEACHER AND PARENTS

When in situations in which the following would be desired, the individual—	Never	Seldom	About half the time	More often than not	Always
B. Initiates social contact as evidenced by:					
2. Introducing self by name.	1	2	3	4	5
4. Asking questions about other person (name, likes, and so forth).	1	2	3	4	5
H. Handles teasing as evidenced by:					
1. Ignoring it.	1	2	3	4	5
2. Making a joke of it.	1	2	3	4	5
K. Responds positively to teacher as evidenced by:					
2. Providing verbal feedback that is appreciative or approving (e.g., "Thank you," "Oh, now I understand," and so forth).	1	2	3	4	5
9. Complying with the teacher's requests.	1	2	3	4	5

Select the Skill to Be Taught (Replacement Skill)

Replacement skills are the appropriate alternatives that will replace the problem behavior. For example, in place of not paying attention, the student is to look at the teacher during instruction and provide relevant questions and answers: paying attention. (Additional examples can be found by reviewing the rating scales.) When selecting the replacement skill, give choices to the student. The final selection should meet the following criteria:

- Works as well or better than the problem behavior in communicating or meeting the student's needs
- Serves as an acceptable alternative to the problem behavior
- Is supported by the student's teachers, friends, and family
- Builds a positive reputation for the student

Measure and Evaluate the Behavior

Measuring the behavior is helpful if you want evidence of the effectiveness of your social skills program. A simple means of measuring the social skill is to tabulate daily how often the replacement and/or problem behavior occurs during three to ten days before implementing the training. If the problem behavior occurs frequently, rather than counting throughout the day, the behavior's occurrences can be tabulated during a 20- to 30-minute segment of the day in which the behavior is typically at its worst. Then, once the instructional intervention begins, continue to tabulate the occurrence of the problem and replacement behaviors in the same manner and during the same time segment used to record them prior to intervention. Next, compare the rate of occurrence prior to intervention with that during intervention to see what effect the intervention program has possibly had on the instructed and/or problem social skills. For example, Demian yelled out answers during math on the average of twice per period. However, once intervention began, his yelling out decreased to zero, while hand raising increased.

Another means of measuring the behavior, if you are using a rating scale, is to administer the rating scale again after the social skills training program and compare the pretraining rating to the post-training rating of the skills taught. This method is certainly a more subjective method than directly observing the effects of the program, but it can tap consumer satisfaction, which is an important element in judging the success of any educational program.

Design and Conduct the Program

Informal methods. There are several informal methods of teaching social skills during regular classroom activities. These include:

- Involve the student in selecting the skill.
- Ensure that the selected skill will be supported in a variety of settings.
- Request specific skills*:* "Look at me while I'm talking, so I'll know that you are paying attention." And then, of course, praise the student for looking at you. (This particular request may be uncomfortable for students who come from cultures that stress not making eye contact as a form of respect. In such situations it can be helpful to teach students in which social/cultural situations eye contact would be appropriate and not appropriate. By so doing, you can increase the number of social situations in which the students can interact effectively.)
- Catch and reinforce students for engaging in the desired social skill. This incorporates modeling, in that others see their classmates being reinforced for the desired social skill (see Chapter 4), and it strengthens the students' desired social behaviors.
- Teach the skill in a variety of settings with a multitude of people.
- Incorporate classroom motivational programs, described in Chapter 4, to help motivate students to begin practicing the desired social skills.
- Gradually thin out and eliminate special consequences.

If there is someone on the school staff who does social skills training (e.g., a counselor or school psychologist), consider referring students for that service. This has the advantage of providing students with more intensive training in the selected social skills. However, such training outside of the classroom can only be successful if the classroom teacher also implements the above informal meth-

ods. Social skills learned in the counselor's office must be supported (reinforced) in the classroom if they are to continue to occur in the classroom. It is important to keep abreast of what skills are being taught in the social skills training group to reinforce the use of the skills in the classroom. (An alternative to referring students would be to request classroom consultations for help in designing effective interventions that support targeted social skills.)

Systematic methods. Some teachers like to teach social skills more systematically and make the training part of their classroom activity. Social skills may be taught in many different ways. No one method appears to be considerably better than another. For those who would prefer to use commercially prepared social skills training programs, several sources are provided at the end of this chapter. For those who prefer greater flexibility and like to create their own programs, the basic steps to systematically teach social skills are as follows:

- Schedule time for social skills training.
- Describe the purpose and benefits of the training to the students (e.g., overcoming deficiencies; learning to relate to others better; making friends more easily; or changing how teachers, parents, or peers treat you).
- Involve students in the selection of the incentives or reinforcers (if any are being used).
- Involve students in the selection of the skills and scenarios to be discussed.
- Put on the board or chart the social skill the class is working on.
- Discuss the behavior with the class. What does it consist of, or how do you do it?
- Develop with the class the components of the social skill and list them on the board or on a chart. For example, the components for following the teacher's instructions might include: listen carefully, ask questions if there is anything you do not understand, repeat the instructions to yourself, and do what you have been asked to do. In rewarding yourself, determine if you have done something that deserves a reward, decide what you can say and do to reward yourself, say it, and do it.
- Discuss with the class when to use the skill and when not to use it; e.g., hand raising can be used in the classroom during discussions or when you have a question but not on the playing field. This becomes particularly relevant when teaching an academic survival skill such as prompting the teacher for reinforcement. The students must be taught to spread their cueing across the work period rather than bunching it up at the beginning or at the end. It is helpful to give them some idea as to when to cue: after about a page is completed without many mistakes, or after working carefully for a period of time. For example, after they finish a page of work, or work for a period of 20 minutes, they then might cue the teacher with such comments as "How's this?" or "Look at how much I've done" or "Am I doing this correctly?"
- Select two to three classmates as models to demonstrate the social skill with other students in the class. The models must be competent in the social skill and be well liked—friendly and cooperative with their classmates.
- Select real-life situations with the models for their role-playing demonstrations; e.g., the model complies with typical instruction given by the teacher or the model rewards self after doing well on an exam by complimenting self and renting some videos.
- Use techniques for enhancing the likelihood that classmates will imitate the models' behavior: Praise each model's behavior, provide incentives (if using them), and prompt other group members to positively recognize the behavior; reemphasize the purpose and benefit of the specific skill and discuss how it relates to the students' lives; keep the modeled performance simple or easy to imitate; and point out similarities among models and classmates.
- Request each student to role-play the modeled social skill. Place students in groups of about three each. Do not place students together who have a history of fighting or who are silly and goof off when they are together. Praise good role playing, provide incentives, if you are using them, and prompt others to positively comment on the episode.
- Watch carefully for mistakes. Models may help in this activity. Demonstrate and have the student practice one subskill, or component, at a time before again attempting the more complex skill. Be sure to positively acknowledge the

attainment of each subskill and any improvements.

- Continue to role-play until **response fluency** is achieved. Response fluency has been achieved when the social skill occurs easily without thought or effort.
- Assign practice, after response fluency is achieved, in a variety of settings or situations. Have students determine (write down if able) where, when, and with whom they will try the skill and how they will reward themselves after performing the skill. Also, after the students have completed the assignment, have them write down what they did, what reactions they observed, and how they rewarded themselves.
- Reinforce students for completing practice assignment. (Reinforcers and programs from chapters 3 and 4 can be used to help motivate students in practicing their social skill.) Prompt students to use the social skill in situations in which they should be using it but are not.
- Incorporate discussion of skills into the curriculum through films and books.
- Encourage parents, peers, and other teachers to look for and reinforce the newly learned social skills.

Summary and Discussion

To achieve success in school, students must have a variety of social skills. Students who have not learned appropriate social skills tend to have more difficulty with peer relations, misbehave more often, and do worse academically. This chapter described several approaches for teaching social skills. Social skills training places the emphasis on teaching, not on punishing, and constructive alternatives to problem behavior are identified and taught.

Because of the critical nature of many social skills, we no longer can ignore them or assume that our students have learned them. Social skills need to be recognized as an integral part of the curriculum, and their acquisition no longer should be left to chance. You now have the knowledge to teach them.

References

McGinnis, E., and A. P. Goldstein. 1997. *Skillstreaming the elementary school child: A guide for teaching prosocial skills*. Champaign, Ill.: Research Press.

Sheridan, S. M. 1995. *The tough kid social skills book*. Longmont, Colo.: Sopris West.

Sulzer-Azaroff, B., and G. R. Mayer. 1994. *Achieving educational excellence: Behavior analysis of achieving classroom and schoolwide behavior change*. San Marcos, Calif.: Western Image.

Additional Resources

Cartledge, G., and J. F. Milburn. 1996. *Cultural diversity and social skills instruction: Understanding ethnic and gender differences*. Champaign, Ill.: Research Press.

This book was written to stress the importance of understanding diverse cultures when teaching social skills. It offers a social skills model for teaching as well as an in-depth look at Asian-American, African-American, Native American, and Hispanic-American cultures as well as a look at gender differences. This is a very informative book for teachers who are teaching students of diverse cultures.

Goldstein, A. P. 1988. *The PREPARE curriculum*. Champaign, Ill.: Research Press.

This is an in-depth guide to teaching a variety of social skills, including problem solving, interpersonal skills, anger control, moral reasoning, stress management, and empathy training. This curriculum is geared toward adolescents who are demonstrating aggressive behavior, but it can be beneficial to all students in need of social skills training.

Goldstein, A. P., and B. Glick. 1987. *Aggression replacement training: A comprehensive intervention for aggressive youth*. Champaign, Ill.: Research Press.

This social skills curriculum is designed to teach students to understand and replace aggression with positive behaviors. The program includes three components: (1) prosocial skills; (2) anger control; and (3) moral reasoning. This program is designed for adolescents.

McGinnis, E., and A. P. Goldstein. 1997. *Skillstreaming the elementary school child: A guide for teaching prosocial skills*. Champaign, Ill.: Research Press.

This guide provides instructions on how to conduct a social skills group. It provides 60 skills to be taught along with charts and checklists to be used with the curriculum. The curriculum includes strategies for making the curriculum most effective, including ideas for reinforcement and ways to refine skills. Also available are *Skillstreaming the adolescent* and *Skillstreaming in early childhood.*

Panayan, M. V. 1998. *How to teach social skills*. Austin, Tex.: Pro-Ed.

This small, practical booklet takes one step by step in teaching social skills.

Sheridan, S. M. 1995. *The tough kid social skills book*. Longmont, Colo.: Sopris West.

This social skills curriculum is designed for teachers, school counselors, and school psychologists to help them implement a social skills program for students. The book contains reproducible forms and charts and step-by-step instructions to implement a social skills curriculum. The program also includes several ideas for motivating students to use the skills taught and to participate in the program.

Sulzer-Azaroff, B., and G. R. Mayer. 1994. *Achieving educational excellence: Behavior analysis of achieving classroom and schoolwide behavior change.* San Marcos, Calif.: Western Image.

This book provides a chapter on social skills training. The authors take you step by step in developing a social skills training program with an emphasis on generalization and maintenance.

Walker, H. M., and S. R. McConnell. 1995. *Walker-McConnell scale of social competence and school adjustment.* San Diego, Calif.: Singular Publishing Group.

This scale is designed to rate the social skills of students. It helps the teacher target individual skill deficits of the students. Instructions are included to help the teacher administer the rating form as well as interpret the completed form. The scale is available in both adolescent and elementary versions.

Walker, H. M., S. McConnell, D. Holmes, B. Todis, J. Walker, and N. Golden. 1983. *The Walker social skills curriculum: The ACCEPTS Program.* Austin, Tex.: Pro-Ed.

This social skills curriculum is designed to transition children with disabilities into less restrictive settings. Specific instructional scripts are provided for the following classes of behaviors: (1) classroom skills; (2) basic interaction skills; (3) getting along skills; (4) making friends skills; and (5) coping skills. The program includes videotape models of skills being taught that demonstrate both negative behavior and positive behavior.

Young, K. R., R. P. West, D. J. Smith, and D. P. Morgan. 1991. *Teaching self-management strategies to adolescents*. Longmont, Colo.: Sopris West.

This is a manual for teachers who are interested in teaching adolescents self-management strategies. The manual includes an in-depth and easy-to-follow guide to teaching academic self-management. It provides reproducible forms for use in the classroom, including an assignment planner and class performance record.

CHAPTER 6

INSTRUCTIONAL STRATEGIES

INSTRUCTION INVOLVES THE TEACHER, THE curriculum, and the student. Problems can stem from any one of these factors. Instructional strategies that address the individual student's learning needs will facilitate the student's learning, prevent behavior problems, and provide the student with opportunities to succeed. Part of the teacher's role is not only to motivate students but also to provide them with successful experiences, reinforce their progress, and increase their interest in learning.

Difficulties in learning may be the result of a mismatch between the curriculum and the student, or the instructional method and the student. As pointed out in Chapter 1, these academic difficulties can result in academic failure experiences for the student, which are a primary cause of problem behavior. In addition, Chapter 8 emphasizes that one reason behavior problems persist is that they allow the student to escape from or avoid difficult assignments or classroom failure experiences. The use of varied instructional strategies will help prevent and remediate poor academic performance, and thereby reduce behavior problems.

A number of different strategies will meet the different needs of diverse students and their teachers and help prevent boredom. They will also help prevent teacher burnout. The teaching strategies and materials selected must be appropriate to the learning objectives and the student's level of functioning (skills and abilities), learning style, and motivation. It is important that the teacher identify what it is within the classroom or instructional material that is causing the student difficulty in order to determine which instructional approaches might be best to use. Effective teaching practices require that teachers constantly monitor and adapt instruction and materials to fit the learning needs of students.

Selecting Instructional Strategies

The California Department of Education recently (1998) issued a call for higher standards and comprehensive services that enable **all** students to attain rigorous content and academic performance standards. The call places an emphasis on *effective curriculum and instructional strategies*. This chapter presents several ways of adapting instruction and materials to fit the learning needs of students. More specifically, we present numerous instructional strategies for determining and addressing students':

- Sensory learning styles
- Motivation
- Anxiety
- Social skill deficits
- Academic skill deficits
- Self-management of learning skills

In addition, numerous general instructional suggestions are included to help provide students with successful experiences and increase their interest in learning.

Students' Sensory Learning Style

There are three major sensory learning styles: visual, auditory, and tactile/kinesthetic. Some students learn more rapidly when taught through one or more of these modalities. As materials are presented in the classroom using visual, auditory, or tactile/kinesthetic methods, note how different students in the classroom grasp the concepts under the various conditions. Such observation will help determine the best means of teaching (i.e., which sensory modality to emphasize) various students in the classroom. Generally, a combination of these modalities will be successful with more students than just relying on one or two modalities. This strategy can also encourage students to strengthen an area that may not be a preference. Let's briefly look at various instructional activities that address each sensory learning style.

Visual (**Learn by Seeing.**)

- Display key concepts (charts, tables, bulletin boards).
- Use visual practice activities (look and say, recopy, fill in blanks).
- Develop/use visual support materials (pictures, flash cards, outlines, films, TV).
- Provide directions in written form.

Auditory (**Learn by Listening.**)

- Verbalize information (lectures, verbal instructions, verbal questions, discussion groups).
- Use other auditory approaches (tape recorders, group readings).

Tactile/Kinesthetic (**Learn by Doing.**)

- Encourage movement (centers, work groups).
- Provide hands-on activities (touch, move, construct).
- Encourage creativity (students develop own bulletin boards, notebooks, and/or calendars).

Males tend to be more visual and tactual/kinesthetic and need more mobility than females do (Dunn, Beaudry, and Klavas, 1989). Females tend to be more auditory in their learning styles (Dunn, 1998). The younger the student, the more tactual/kinesthetic their learning style is likely to be. As students get older, the more their auditory and visual modalities develop.

Students' Motivation

Some students do sloppy and/or incomplete work, and some do not do their work at all. This could be caused by a lack of motivation. When a student is not performing as anticipated, motivation should be among the first factors checked out because of the ease with which this factor can be determined. A low level of motivation can be checked out by providing the student the assigned task under heavy incentives (selected based on the guidelines presented in Chapter 3). For example, the teacher might present a student with an assignment (with the answers removed) on which he or she did poorly and say, "If you are able to get at least X correct (80 percent), then I'll treat you to a cola, extra time on the computer, or we can play ___ or ___." If the student succeeds at the task, then the problem would appear to be motivational. Continue to provide the incentives, pairing them with praise, recognition, and emphasizing the student's accomplishments. Gradually, phase out the more intrusive incentives or reinforcers and continue to stress the student's improved competence and accomplishments. If, however, the student fails the task, you might want to check out the possibility of high anxiety, a lack of academic survival skills (or academic skill deficits) and apply the strategies suggested under the appropriate causal factor.

Students' Anxiety

A high-anxiety level can interfere with learning and the student's completion of assignments. Observe the student for anxiety indicators (e.g., tremors, muscular tension, and so forth), and reduce the amount of work assigned. For example, rather than requesting that 20 to 40 problems be solved, request that two or three be solved under incentive conditions. If the student correctly solves the problems, gradually increase the number of problems assigned, frequently pointing out the student's accomplishments and quality of work. If the student fails this task, the problem may be due to a lack of academic survival skills or a skills deficit. However, if

a high-anxiety level is suspected, confer with the counselor, school psychologist, and the parents. It may be necessary to discuss the possibility of counseling or psychological services. If it is decided to refer the student for counseling or psychological services, be sure to establish close communication with the person providing the services for the student.

Social Skill Deficits

A major reason for poor academic performance can be a lack of one or more of the social skills discussed previously in Chapter 5, "Teaching Social Skills." Review Chapter 5 for ways to address social skill deficits.

Academic Skill Deficits

If you suspect an academic skill deficit, examine the student's written work and identify mastered concepts and errors. Look for problems of inconsistent accuracy, slow responding, and consistently made or repeated errors. These problems can be addressed by matching your verbalizations and instructional materials to the student's level of understanding.

Inconsistent Accuracy

If inconsistent errors are discovered, the source of the problem might be insufficient prompting, practice, and feedback. To correct this situation, provide the student with increased opportunities for active practice with the curriculum materials. Provide immediate feedback for his or her active responding. It is important to provide opportunities for positive feedback of correct answers and to correct errors immediately rather than allowing students to practice the wrong answer.

Combine high levels of student engagement with immediate feedback on student performance to promote students' accurate academic achievement in the classroom. There are a number of ways to promote accuracy through active student responding along with immediate feedback. The following describes how to use several of the more effective methods. Note that all these methods involve modeling the skill, prompting its occurrence, and providing feedback or error correction.

Response cards. Provide blank, laminated cards and instruct the students to write the answers to questions during group instruction in math, spelling, or other content lessons (after correct answers have been modeled or taught). The students hold up their cards with their answers on them. Next, scan the cards and provide feedback to the students. (Be sure the feedback is respectful and constructive, not negative nor demeaning.) Response cards have been shown to be more effective in raising quiz scores in elementary and secondary school classrooms than the use of the traditional hand-raising method to call on individual students (Cavanaugh, Heward, and Donelson, 1996; Narayen and others, 1990). These cards also have helped increase on-task behavior of disruptive, off-task students (Gardner, Heward, and Grossi, 1994).

Choral responding. Request that all students respond verbally in unison to answer questions or imitate responses. If any student appears to have difficulty, assist that student. Choral responding has been shown to be more effective in improving learning rates than the use of a more traditional method of instruction in which the teacher praises students for paying attention and asks the same number and type of questions of individual students, while calling on those who raise their hands (Sterling and others, 1997).

Flash cards. Use flash cards with a small group of students, or pair students to practice accurate responding. (Each flash card has the answer on the back.) The instructor, or classmate, praises the student's correct answers (e.g., says "correct" or "right," "good," "you're doing great!" and so forth) and corrects errors. A simple *error correction procedure* is to say, "No, the correct answer is _____." Then have the student provide the correct answer after hearing it.

Peer tutoring. Peer tutoring engages students and provides the student with meaningful feedback. It readily promotes generalization and maintenance of learning across settings (e.g., different classrooms or in the home), times of day, and following program termination. Not only do the students' skills increase but so do those of the tutors. Classroom behavior problems have been shown to decrease and interpersonal relations improve among all students, including racially and ethnically different students, and between those with and without disabilities. Peer tutoring has been used in preschool through higher education. Students have helped one another learn colors, shapes, language, math facts,

social skills, reading skills, social studies, calculus, and many other skills.

If you want to set up a successful peer tutoring program, work out the routine clearly in advance. All participants should know who is to do what, where it will take place, with whom they will be working, what materials will be used, how long it will take place, what to expect, and the purpose of the lesson. When teaching peers to tutor, Greenwood and colleagues (1988) suggest the tutors: "Provide the tutee (a) repeated opportunities to respond (e.g., task trials presented by tutors); (b) immediate feedback and consequences (e.g., placing a flash card on a pile or verbal praise); (c) remedial prompts for incorrect responses (e.g., No, the word is spelled C A T, write it three times); and (d) tutor-collected data (number of points earned by the tutee)."

Tutors need to be carefully trained and supervised as well as reinforced for carrying out their roles. They have to be taught to:

- Cue or instruct without overprompting, by not providing extraneous hints.
- Assess and score performance accurately.
- Role-play and model.
- Be friendly.
- Praise, deliver rewards, and correct errors.

The progress of the tutors and learners should be monitored and evaluated regularly to ensure that the tutors are doing as instructed and that the learners are progressing as anticipated. If not, the necessary corrections or feedback will need to be implemented (e.g., correct and provide more frequent feedback to tutors, change difficulty level of material or learner objective). In addition, Sulzer-Azaroff and Mayer (1991) point out that it also is important to:

> Resist the temptation to involve students as tutors when the activity can no longer be justified as educationally advantageous for them, as in the case of too many repetitions of instruction in the same content. Once tutors have become very fluent with and have sufficiently generalized concepts and skills, they deserve to progress to material more advanced for them. (p. 203)

In summary, to set up a tutoring program, Sulzer-Azaroff and Mayer (1991, pp. 202-203) suggest that the following steps be implemented:

- Plan the program.
- Train tutors.
- Select and adapt curricula and materials.
- Supervise tutoring sessions.
- Reinforce tutoring.
- Evaluate progress.
- Revise procedures as necessary.

There are manuals available to help guide you in setting up tutoring programs. Several are listed at the end of this chapter.

Slow Responding

Once an examination of the students' written work determines that the student is accurate but slow in responding, the next step is to help him or her to perform the skill **fluently**. A performance is fluent when it is well practiced, effortless, flowing, and accurate. There are four major reasons for achieving fluent performance. Research has recently shown that fluent performance, like overlearning, results in:

- *Increased task endurance (i.e., students who are fluent with the task are less likely to be distracted and are more likely to engage in the task for extended periods of time without tiring)*
- *Improved student performance on related, more complex skills (e.g., 4 x 8 = 32 will be useful in the future with long division)*
- *Improved long-term and short-term retention*
- *A greater likelihood that the learned skill will occur at other times and in other situations*

To increase fluency, provide extra opportunities for practice, while offering incentives to students for beating their last score. Teach the skill and request practice during different times and situations. In other words, fluency is enhanced by strategies that incorporate practice and reinforcers for rapid responding. Do not just provide boring, rote drill activities. Try to challenge the students to beat their previous times for answering a question, solving a problem, or completing an assignment. For example, some teachers have used Quick Draw Math to promote fluency in number facts.

To play Quick Draw Math, each student writes a different number (0 to 12) on one of 13 separate index cards. Two students are chosen to begin the game. Each takes one of the cards, concealing it. They stand back to back, approximately two feet apart at the front of the room. When the teacher says, "Draw," the two students turn around and face each other, showing the number each has chosen. The first student to respond with the correct sum (or product) remains at the front of the class. The loser sits down. The winner then chooses another student, alternating boys with girls (or a student could draw a name out of a hat), to challenge. Some teachers like to break the class into teams of four or five students to play the game. However it is played, it does introduce a challenge and encourages the development of fluency.

Consistent Errors

Repeated errors can be due to at least two factors: The student may not have learned one or more components of the skill being taught, or the task is not appropriately matched to the student's skill level; i.e., it is too hard.

Addressing missing skill components. As you review the students' written work, note the presence of any consistent problems at some juncture of the sequential steps. For example, with double-digit multiplication problems, do they forget to hold a place for the zero? Do they forget to carry? With writing skills, are there specific rules that are consistently violated? Component skills that have not been learned accurately will need to be taught before more complex skills can be acquired.

Addressing a mismatch between the assignment and students' skills. When too many component skills are missing, the assigned task is too difficult. Adjustments must be made in the students' assignments to prevent failure. This will help students continue to learn, continue to acquire knowledge, and begin to experience success. The assignments must change from teaching the skill that is too difficult for the student to teaching the subskills that the student must know in order to eventually learn the "difficult" or more complex skill. Supplementary materials (e.g., teacher-developed worksheets, manipulatives, visual aides, tape recordings, and so forth) will need to be used. Help can sometimes be obtained in meeting the students' needs in this area from district curriculum or resource specialists, school psychologists, or sometimes from teachers who teach at a lower grade or skill level.

Once in a while you may come across a student who does not respond to the teacher's best efforts to help and appears to be functioning nowhere close to the other students in the class. In these cases the teacher should follow school procedure, such as conferring with the school's psychologist or student study team, as to what further steps might be taken to best assist this student to develop his or her potential.

Self-management of Learning Skills

Teaching students to self-regulate their learning can benefit them for the rest of their lives. These skills help students to:

- Capitalize on their own learning-style strengths.
- Understand and learn new material or skills.
- Integrate the new information or skills.
- Use the knowledge or skills in different situations.

Thus, once students acquire self-management skills, they are able to learn more on their own. Perhaps this is why research shows that self-management skills are related to increases in academic performance.

Students can be taught some of the many self-management skills. The more common ones include teaching students to select their own goals, monitor and evaluate their own behavior, and select and implement procedures for changing their own behavior.

Select Their Own Goals

Encourage students to formulate goals. Goals give purpose and direction. They help to motivate all of us to accomplish tasks. Goals can function as a cue or reminder as to what we need to do. For example, your long-term goal of becoming a teacher certainly influenced your behavior. The short-term goal of "Today I clean my room" is more likely to result in the room getting cleaned than if there were no such goal. Work with students to help them set realistic, measurable short-term goals (e.g., "I'll spend 45 minutes on my reading assignments today and at least 50 minutes tomorrow") and long-term goals (e.g., "I'll get to school everyday this week on time" or "I'm going to exercise for at least 30 min-

utes, four days a week, for the next two weeks"). It can be helpful, for example, to have students write down their short- and long-term goals each day in their journals (e.g., a topic might be what they want to improve about themselves).

Monitor and Evaluate Their Own Behavior

When students monitor their own behavior, they become more aware of it and are able to achieve greater control over it. For example, to teach students to achieve more control over what they accomplish when they have a variety of tasks to do within a limited amount of time, have them list the tasks in order of importance on a page and check off each one as it is accomplished. Similarly, if they need to learn to remain on task longer, have them measure the amount of time they spend on an activity and see if they can increase it gradually. Or, they can record if they were on time each day, their frequency of remembering to raise their hand versus blurting out, and so forth. When the student is motivated to change in an environment supportive of the change, the act of monitoring one's own behavior often results in improvement in that behavior.

Select and Implement Procedures for Behavioral Change

Students need to learn to self-reinforce their improvements and accomplishments. They can be taught to compliment themselves ("I did it, good job!" "I think I'm improving.") and to select nice things to do for themselves (e.g., have favorite dessert, go to a movie, watch TV, talk on the phone, and so on) *after* they have improved or accomplished their goal, or a step toward that goal.

It also is helpful for students to learn to self-instruct or to tell themselves what they need to do each step of the way. For example, in double-digit multiplication: "First, I multiply the 1's times the 1's, next I multiply the 1's times the 10's. I have to leave a place for the zero. Now I multiply the 10's times the 1's, 10's times 10's, and add the partial products." Self-instruction helps students to obtain their goals, particularly as they are learning the task (e.g., "To shift gears, first I press the clutch pedal . . . " "I first make a right at the stop sign, go two blocks, then . . . ").

Similarly, students can be taught to engage in positive self-talk rather than in negative self-talk. For example, after obtaining a low score on a test, rather than telling themselves "I can't do it" or "I'm stupid," they need to learn statements such as "I have the ability to do better if I put forth more effort."

Students also need to be taught how best to prepare the environment to accomplish their goals. For example, if you want to diet, don't have your favorite dessert in your house. If you want to study, try to find a room free of distractions (i.e., no TV, phone, and so on).

Additional Instructional Strategies

The previous material focused on the diagnosis and remediation of instructional/learning problems. A number of other instructional strategies should permeate all instruction, including:

- Minimize punishment and failure by selecting learning activities and assignments for which pupils have the preparation necessary to permit them to succeed.
- Provide very clear guidelines to the students as to what is expected of them regarding an academic assignment.
- Emphasize positive rather than only corrective or negative feedback. Focus on correcting a few skills at a time.
- Identify the potential functions of the performance and capitalize on them eventually as natural, intrinsic reinforcement. The ability to read, for instance, permits students to be captivated by a fascinating story, play enjoyable word games, follow instructions for constructing a bike, learn dramatic roles, and many other reinforcing activities. When teachers recognize such functions, they can incorporate them within the curriculum as early as possible. Similarly, the natural function of writing is to evoke a response from the reader and/or ourselves: to amuse, guide, inform, or move emotionally. Thus, have students write directions on how to use equipment or on how to do something. Then, have others try to do it. Have students share their stories with the class and experience their classmates' laughter following a funny story and so on.

- Take into consideration the student's prior experience. Instructional materials are more successful when they are based on the students' prior experiences. For example, when working with students from varied cultures, Dunn (1996) suggests that the teacher "use culturally relevant reading materials that include ethnic characters, deal with universal issues, and include settings and experiences with which students can identify. In addition, expose children to the culture in which they currently live in order to expand their horizons" (p. 51). Be aware of using different races and gender in history, art, and other classes.
- Prepare students for the lesson. Introduce key concepts first to improve motivation and understanding.
- Incorporate success into new assignments by interspersing items that the students already know or that are relatively easy. This strategy not only results in encouraging students to complete the assignment but also it promotes higher levels of retention and fluency in that learned skills are provided with practice opportunities.

Summary and Discussion

A variety of teaching strategies must be used to meet the diverse needs of students. The use of varied instructional strategies helps to prevent both academic failure experiences and behavior problems. It is helpful to select instructional strategies that address students':

- Sensory learning styles
- Level of motivation
- Anxiety
- Social skill deficits
- Academic skill deficits
- Self-management of learning skills

Before asking students to work on an assignment, be sure that the work builds on current skill levels, that the key concepts have been reviewed, and that the students show an understanding of the material. The teacher should incorporate some previously learned material into the assignment for several reasons: This method promotes retention, develops fluency of the previously learned material, and helps to make the current assignment appear easier. (The students will find items interspersed in the assignment that they can do easily, though not yet to a level of fluency.) In addition, clearly communicate expectations in detail regarding the assignment. This will help to reduce confusion as to who is to do what, where they are to do it, with whom they can work, what materials they need, how much time they have, and most importantly, the purpose of the assignment.

When reviewing assignments, *emphasize the positive!* To help accomplish this goal, the teacher should focus on only a few skills at a time for which to provide corrective feedback. This strategy can help positive comments to occur more frequently than negative comments. Plus, the students are more likely to learn from the feedback and not feel overwhelmed or defeated. Completed assignments need to be followed as soon as possible by feedback and reinforcement. It is important to identify the natural function of the performance and try to provide that reinforcement. For example, the natural function of writing is to amuse, guide, inform, or to move the reader or listener emotionally. Teachers can provide opportunities for such natural reinforcers to occur by encouraging parents and other students and teachers to read and provide reactions (stressing the positive). Selected students can read (or show, if a drawing) their work to the class. Finally, the performance's natural function or reinforcers should be identified and incorporated as part of the instructional lesson.

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Additional Resources

Algozzine, B., and J. Ysseldyke. 1992. *Strategies and tactics for effective instruction*. Longmont, Colo.: Sopris West, Inc.

This manual is designed to teach teachers to effectively instruct their students by using four components of instruction: Planning, Managing, Delivering, and Evaluating. The manual guides the teacher through each of the components of instruction and provides step-by-step instruction on how to implement them in their classrooms. The manual is written in an easy-to-understand format and is full of interesting ideas for the classroom teacher.

Greenwood, C. R., J. C. Delquadri, and J. J. Carta. 1997. *Together we can: Classwide peer tutoring to improve basic academic skills*. Longmont, Colo.: Sopris West, Inc.

"Together We Can" is a program designed to help teachers utilize peer tutoring in their classrooms. The manual is a comprehensive description of how to use the program. It includes how to pair tutors, what subjects to teach, troubleshooting, and reinforcement techniques to motivate the tutors and tutees. Included are reproducible forms that can be used in the classroom.

Sulzer-Azaroff, B., and G. R. Mayer. 1994. *Achieving educational excellence: Behavior analysis for improving instruction—2*. San Marcos, Calif.: Western Image.

This book focuses on methods for improving classroom instruction. Chapters include the following topics: Handwriting and Spelling; Written Composition and Oral Communication; Improving Reading Skills; Improving Arithmetic Skills; and A General Strategy for Improving Academic Performance.

Winebrenner, S. 1996. *Teaching kids with learning difficulties in the regular classroom: Strategies and techniques every teacher can use to challenge and motivate struggling students*. Minneapolis, Minn.: Free Spirit Publishing, Inc.

This is an easy-to-understand resource for every classroom teacher looking for answers to student learning and behavior challenges. The book offers creative and fun activities for students, including activities for reading, writing, and math. Behavioral challenges are addressed as well as teaching to match students' learning styles. A large number of reproducible forms are provided.

Young, K. R., R. P. West, D. J. Smith, and D. P. Morgan. 1991. *Teaching self-management strategies to adolescents*. Longmont, Colo.: Sopris West, Inc.

This is a manual for teachers who are interested in teaching adolescents self-management strategies. The manual includes an in-depth and easy-to-follow guide to teaching academic self-management. It provides reproducible forms for use in the classroom, including an assignment planner and class performance record.

CHAPTER 7

COMMUNICATING WITH PARENTS/CAREGIVERS

"Parents and families are the first and most important teachers. If families teach a love of learning, it can make all the difference in the world to our children."

Richard W. Riley, U.S. Secretary of Education

STUDENT LEARNING IMPROVES WHEN TEACHERS communicate with parents or caregivers on a broad range of issues. Good communication is central to cooperation and support. In recognition of the importance of parent cooperation and support of children's education, the National Education Goals 2000 calls on every school to promote partnerships that will increase parental participation in the education of children. There are numerous ways in which schools can increase parental participation in their child's education. This chapter looks at what schools can do to foster positive parental involvement through clear and frequent communication, clarifying homework, behavioral contracts, parent-teacher conferences, and home visits.

Clear and Frequent Communication

Communicating clearly and frequently with parents can help create situations that will assist parents in working more closely with their child's teacher to strengthen all learning, including developing a home environment in which learning can take place. Here are some suggestions to promote closer working relations between the teacher and parents:

- *Inform parents when they can reach their child's teacher and how.* Is it preferable that they telephone, write a note, set up a meeting, and/or use e-mail? Is there a voice mail number that they can use? What hours should they call? Should they call the teacher at home or at school? Differences in culture and/or language barriers may make some parents less comfortable approaching the teacher. In this situation it may be helpful to get someone who can translate and help with cultural differences to make an initial parent contact with the teacher.
- *Provide parents with a list of important numbers that they can place by the telephone.* These might include the school's main number, absence line, teacher's contact number(s), voice mail extension, counselor's number, and the numbers for other relevant school personnel.

- *Consider developing a parent telephone tree or other structure to provide all families with current information.*
- *Ask parents to use their first and last names when leaving messages or when sending notes to school to facilitate a quick response.*
- *Listen actively and reflectively during face-to-face and telephone communications.* Face-to-face communication is best in that much of a message is communicated nonverbally. Face-to-face meetings provide the opportunity to pick up on the nonverbal communication. In any event, let parents know that they are heard and understood. Paraphrase and summarize what they say. If the teacher and parent speak a different language, involve someone who can translate and who can help with any cultural differences.
- *Inform parents **frequently** about the good things their child is doing.* If parents only hear from the school when there is a problem, the school for them becomes a place to avoid. Some have bad memories of school and feel intimidated when discussing issues with school personnel. These typically are the "no show" parents at parent conferences and back-to-school nights. By informing parents about what their child is learning and the accomplishments and improvements their child is making, it becomes clear that you care and are helping their child. Also, they will more likely return a phone call and want to help when a problem does come up. In general, it is best that contacts with parents begin and end with commenting on something positive.
- *Make a special effort to communicate with parents and caregivers who do not initiate contact or are typically the "no shows."* Making these parents feel welcome in the school is the first step to improving communication. Also, when there is little or no communication between parents and teachers, both parties often interpret the other's lack of availability as being not concerned about the child's schooling and/or behavior. In reality, however, the lack of availability is usually due to work and/or family demands. Making that extra effort to communicate, then, is very important in that only a small percentage of parents have personal problems so severe that they cannot work with the teacher, given the proper assistance (Olson, 1990).
- *Learn about students' family situations, languages spoken in the homes, cultural backgrounds, and life-styles through open house, luncheons, picnics, evening coffees, and home visits.* This can facilitate communication between the teacher and parents as the teacher gains insight into the students' home environments.
- *Identify parents' talents and interests.* The teacher might send a note home requesting information about the type of jobs the parents have, hobbies, or any other specific talents and interests that they might be willing to share with the class. Be sure to specify that the purpose of the requested information is to identify talents and interests that can be shared with the class. Or, to help collect this information, you might want to request that your students interview their parents as a homework assignment.
- *Involve parents as assistants, specialized resources, experts, and in other volunteer capacities to help the teacher and students.* Be sure to acknowledge and honor such participation.
- *Make full use of options to enhance personal communications.* Visit homes, take advantage of "pickup" and "drop-off" times for parents who provide transportation; talk to parents when they are on the school campus, send personal notes home, and so forth.
- *Inform parents about homework problems as soon as they arise.* Parents are best able to work with the teacher and the child if they know about the homework problem before report cards are distributed. Some teachers have found it helpful to have the homework assignment audiotaped on an answer machine for parents.

Parent/Caregiver Involvement with Homework

Parents should be informed as to how they can be involved with their child's homework. Chapter 2 discussed the difficulty level and the amount of homework to assign and stressed the importance of communicating with parents regarding homework requirements and what they can do to help. Some parents do not know how to help their child but do want to be shown how they can help. Epstein (1986)

found that 80 percent of the parents would spend more time helping their child if they were shown how. Adding to the confusion for parents is that different teachers have different expectations. Also, parent involvement needs to change as students mature and can assume more responsibility. Not all parents or caregivers can help with homework to the degree that would be most beneficial. Some parents' lives may be in turmoil, others are extremely busy, while others do not place a high priority on homework. Parents and caregivers should not be expected to know or teach specific information to their children, particularly as their children get older. Homework, then, can have both positive and negative effects, as summarized by Salend and Gajria (1995):

Positive Effects

- Can increase academic achievement
- Can improve students' attitudes toward school
- Encourage students to learn outside of the classroom
- Promote good study habits
- Involve parent in the educational process

Negative Effects

- Can promote negative attitudes
- Foster academic burnout
- Can provide opportunity for cheating
- Decrease leisure time
- Confuse parents, bringing disharmony into the home
- Create more work for teachers
- Increase the differences between low- and high-achieving students

Teachers should be aware of both the positive and negative potential of homework. By carefully monitoring potential effects, teachers can make adjustments in homework assignments to help minimize the negative and maximize the positive effects.

Homework Suggestions for Parents

Below are some suggestions to give to parents on how they can be involved constructively with their child's homework.

- *Set a regular time to do homework.* Often, the best time is as soon as the student arrives home from school. However, the time selected must work for the family. The most important thing is to establish a family routine.
- *Ask your child questions such as:* (1) What's your assignment today? (2) Is the assignment clear? (3) When is it due? (4) Do you need special materials or help? For example, a trip to the library, access to a computer, graph paper, or posterboard. (5) Is it a long-term assignment? For example, a term paper or science project. For a major project, it might be helpful if you suggest writing out the steps or making a schedule with your child. (6) Would a practice test be helpful?
- *Remove distractions.* Pick a fairly quiet study area with lots of light and supplies close by. A desk in the bedroom often works well, but a kitchen table or a corner of the living room has also worked just fine. Be sure the television is off and other distractions are kept to a minimum. It is usually best not to allow TV, phone calls, or friends over until the homework is completed. However, a small proportion of students do appear to work better when there is light music in the background.
- *Provide supplies and resources.* The student needs pencils, pens, erasers, writing paper, an assignment book and/or calendar, book bag, folders, and a dictionary. A computer is desirable. Encourage parents to check with the teacher, the school counselor, or the principal if they cannot provide their child with the necessary supplies and resources.
- *Look over the homework but do not do the homework for your child.* It is often helpful to discuss the homework to allow the child to think about what steps are needed to complete the assignment.
- *Review with your child the teacher's comments placed on the homework.*
- *Contact the teacher if there is a homework problem or need that you cannot resolve.* Teachers need to be flexible in scheduling meetings with parents to discuss homework problems to accommodate inflexible job schedules and other demands.

- *Provide praise for good work habits and satisfactory completion.*
- *Always communicate positive expectations to your child.*

A Strategy for Homework Problems

If a problem arises with homework, work out a solution together with the parent/caregiver and student. Counselors and school psychologists can also assist with this problem. The strategy will depend on what the problem is, how severe it is, and the needs of the student. Here are some questions that will help direct which strategy to use.

- *Does the student need to make up work because of absences?* The first step might be to work out a schedule with the student and parent as to when certain papers will be due.
- *Does the student need extra support?* Many students need encouragement, recognition, and someone available to whom they can ask questions. If someone is not able to provide this type of support, a mentor program in the community might be able to provide it, with the student being paired with an adult volunteer. Many good mentor programs operate in schools, universities, community organizations, churches, and businesses. Sometimes, too, schools offer peer tutoring or after-school tutoring programs.
- *Is there a lack of motivation to do the homework?* Here try a daily report card system or another motivational program described in Chapter 3, based on the selection of effective reinforcers and the function of the behavior (see Chapter 8). Or, behavioral contracts can sometimes be helpful. Behavioral contracts, which the parent/caregiver, student, teacher, and possibly counselor or school psychologist agree to and sign, are discussed and illustrated later in this chapter. Again, though, the selection of the reinforcers used in the contract must be based on their effectiveness for the particular student.
- *Is there a lack of study skills?* The student may need to be taught how to organize the work by setting goals and breaking the task down into achievable steps. A lack of time-management skills also may contribute to the problem. The student may need to be taught how to schedule his or her time and to remain on task for increasingly longer periods of time. Teaching self-control skills of self-monitoring, self-evaluation, and self-reinforcement can be helpful here. See Chapter 6 for a discussion of self-control skills.
- *Is the homework too difficult for the student?* Chapter 2 pointed out that assignments need to match the student's skills. See Chapter 6 for suggestions as to how to approach this situation.
- *Might the student have a learning disability or a handicapping condition, or is one suspected?* If a learning disability or a handicapping condition is suspected, follow school procedure, such as conferring with the school's psychologist, or student study team, as to what further steps might be taken to best assist this student to develop his or her potential.

When resolving homework problems, make sure that the communication with the parents and/or caregivers is clear. Follow up to find out how the approach is working. If it is not working as anticipated, make sure that the approach is being implemented as agreed to. Often, when a program is not working, it is not being implemented as designed. This situation needs to be corrected. If, the program is being implemented as designed, then it is probably best to seek further assistance from the school psychologist, counselor, or student study team. Perhaps a different goal should be selected, a more intensive functional assessment needs to be conducted, or a different strategy needs to be used.

Behavioral Contracts

Most students who experience problems completing their homework lack motivational and organizational skills to accomplish the task. Behavioral contracts can often assist in this situation. They also can assist with behavior management problems. Not only do such contracts help motivate and help teach organizational skills to students but also they assist students to develop the self-control needed for improving a variety of behaviors, including the habit of staying on-task.

Behavioral contracts stipulate goals (i.e., what the student is to do) and procedures (i.e., how the intervention, or reinforcement, will be implemented) with clarity and detail. This ensures that everyone involved (e.g., teacher, parents, student, and perhaps counselor, psychologist, or principal) is

aware of his or her mutual responsibilities and benefits. To be effective, though, Sulzer-Azaroff and Mayer (1994) point out that the parties to the contract need to incorporate the following guidelines:

- *Stress the positive*. Emphasis must be placed on what will be done, not on what should not be done (e.g., Maria will turn in her completed homework, or Tyrone will arrive to class after recess on time).
- *Request and reinforce small improvements*. The contract is designed to help the student succeed regularly. Start where the student is and gradually increase the demand with subsequent contracts. For example, with a student who is not completing any homework, start with the subject matter in which he or she does the best and stipulate that it will be handed in for three days in a row. Subsequent contracts can increase the time and involved assignments.
- *Clarify the terms of the contract*. All involved parties must know what is expected of them, when, how, how much, and for how long. (See following illustrative contracts.)
- *Reinforce the goal behavior immediately*. Immediate reinforcement is important (see Chapter 3). Immediate reinforcement for making the contracted goal helps the student to discriminate that meeting the terms of the contract will result in reinforcement.
- *Include an option to withdraw or modify the terms of the contract*. This is not always necessary to include in the contract, but it needs to be clearly understood by all parties. There are several reasons why contracts might need to be modified or terminated: (1) the selection of reinforcers may not have been adequate or a greater variety might be needed; (2) the goal is determined to be too complex; or (3) all parties agree that a contract is no longer necessary due to the student's continued improvement.
- *Weigh benefits and costs for all participants*. Itemize the immediate and long-term academic, personal, and social benefits to the student, teacher(s), staff, parents, and the public. Also list costs in terms of time, money, effort, and loss of power or control. If the costs clearly outweigh the benefits, modify the program to make it more practical.

Contracts can vary in format. They can range from an oral agreement to an officially notarized document. There is no ideal standard. Whenever possible, students should be encouraged to help design contracts. Several illustrations are provided for your review. (See figures 7.1 to 7.3. Blank forms are located in Appendix B.)

Figure 7.1

CONTRACT

TASK	REWARD
Who: *Tyrone*	**Who:** *Mom*
What: *Complete Math homework*	**What:** *Allow extra T.V. time*
When: *Every school night*	**When:** *After homework completed*
How Well: *Tyrone will show completed work to mom*	**How Much:** *As much T.V. as Tyrone wants before bedtime.*

Sign Here: *Tyrone Smith* **Date:** *March 20th*

Sign Here: *Ines Smith* **Date:** *March 20th*

TASK RECORD

Source: Based on Dardign and Heward (1976). Reprinted with permission © Behaviordelia, Inc.

Figure 7.2

CONTRACT

TASK	REWARD
Who: *Mom and Dad*	**Who:** *Maria and Jose*
What: *No nagging*	**What:** *Baby sit*
When: *Every day*	**When:** *Night of parent's choice*
How Well: *No more than 2 nags during the week*	**How Much:** *We will take care of Julie and put her to bed so mom and dad can go out.*

Maria Lees
Sign Here: *Joe Lees* **Date:** _____

Refail Lees
Sign Here: *Jini Lees* **Date:** _____

TASK RECORD

Source: Based on Dardign and Heward (1976). Reprinted with permission © Behaviordelia, Inc.

Figure 7.3

CONTRACT WITH A HIGH SCHOOL STUDENT

Client: David Jones Mother: Ms. Jones
Counselor: Mrs. Duncan Math Teacher: Mr. Callaway
Effective Dates Feb. 21 to Mar 28

GOALS

Long-term: David will graduate from high school.
Short-term: David will complete his homework assignments in math and earn a grade of C (or better) in the course.

Responsibility (Who, What, When, How well)	Privileges (Who, What, When, How much)
1. David will turn in his completed math assignment to Mr. Callaway at the beginning of class.	David will be excused from the last period of the day (study hall) so he can walk her sis.
2. Mr. Callaway will collect David's homework and inform Mrs. Duncan of his grade by 1 pm. each day.	Mrs. Duncan will thank Mr. Callaway and she will keep all grades of David's progress.
3. (If the homework does not bear grade of at least C, this contract will be revised next week.)	

BONUS If all assigments are turned in for the week, and all are graded C or better, David can leave work 2 hours early on Friday, and Mrs. Jones will permit a friend to stay the night.

PENALTY none

Who will monitor: Mr. Callaway and Mrs. Duncan
What records will be kept? [illegible]
Who will be responsible for the delivery of reinforcers, privileges? Mrs. Duncan

Signed: David Jones (Client) Date Feb 17
Thomas M. Callaway (Teacher) Date 2/17
[illegible] (Counselor) Date Feb. 17
Marilyn S. Jones (Mother) Date Feb 18

This contract will be reviewed (date) Feb 28

Source: Based on Sulzer-Azaroff & Mayer (1981, p. 112). Reprinted with permission.

Parent-Teacher Conferences

Regular parent-teacher conferences (e.g., one to three or more times a year, depending on the family) are an essential building block of home-school communication. They are a form of personal, face-to-face contact and a time for listening and sharing. Parents provide important perspectives and information that can be extremely valuable to the teacher, and teachers provide important information and can explain their grading criteria and report cards to the parent. Thus, parent-teacher conferences can reinforce the idea of working as a team.

Moles (1996) points out that parent-teacher conferences are successful when teachers and the school system create a climate that invites collaboration with parents. Creating this climate involves effort and planning. The following tips by Moles (1996) suggest ways that teachers can maximize the effectiveness of parent-teacher conferences:

- Prepare for the conference by developing a conference folder with samples of the student's work and any concerns and questions.
- Send a personal letter or make a phone call to arrange the conference well in advance, outlining a specific but brief agenda that will interest the parents (e.g., the progress of their child).
- Indicate that individual conferences are being held with all parents and how important it is that they attend.
- Encourage parents to review their child's schoolwork brought home and bring questions, concerns, and comments to the conference.
- Confirm the conference date and time by letter.
- Create a comfortable and private physical environment with enough adult-sized chairs (chairs should be at the same level) and no desk separating teacher from parents.

During the conference there are several goals for the teacher to accomplish. A goal that should guide the conference, as well as all contacts with parents, is that of establishing rapport. Show that you care about what the parents have to say and that you are listening by paraphrasing (i.e., rephrase into your own words) their comments. Emphasize the positive by pointing out the special qualities of their child. Share a brief anecdote or story about their child, if possible. Encourage the parents to ask questions and share concerns. In other words, communicate that you care about their child and have the child's best interest at heart. As you do so, though, anticipate and accept those parents who advocate for their child. Do not interpret their advocacy as belligerence or criticism. They just want what they believe is best for their child.

Pick one or two areas for growth and improvement to discuss with the parents. Do not discuss too many areas in that the parents would likely become overwhelmed. As these areas are discussed, involve the parents in generating ideas and in creating solutions.

Close the conference with active steps. These should address:

- How will the parent(s), teacher, and possibly counselor work together on identified concerns?
- What are the parents to do and how can the teacher help them?
- What will the teacher do?
- What is the best way to keep in contact with one another, when, and how frequently?

After the conference:

- Keep brief notes about the conference, including any suggestions made and questions raised.
- Remember and/or address parents' concerns.
- Contact other school staff where issues discussed involve their area of expertise.
- Follow through and keep parents informed of any steps that you or other school personnel have taken.
- Follow up with parents on actions that they were going to take.
- Follow up the conference with a phone call or note to all those with whom you met to show a commitment to working as a team.

Whether the parent-teacher conference involves an academic or behavioral problem, there are some basic do's and don'ts that should be followed when trying to solve the problem with a parent. Walker, Colvin, and Ramsey (1995, p. 280) summarize these in Table 7.1.

Table 7.1
Do's and Dont's of Problem Solving

	Do	Don't
Step 1: State the problem.	• Stay calm. • State the problem using clear and specific words. • Start by taking some responsibility.	• Blame the parent. • Go on and on. • Use educational jargon.
Step 2: Brainstorm solutions.	• Stay calm. • Be specific. • Generate many possible solutions.	• Evaluate too soon. • Be defensive. • Lecture. • Bring up the past. • Stop thinking of new solutions just because one sounds good.
Step 3: Evaluate solutions.	• Stay calm. • Talk about the future. • Allow each person an equal say. • Start small.	• Ask parents to do things they cannot. • Skip advantages or disadvantages.
Step 4: Pick a solution.	• Stay calm. • Combine solutions.	• Leave without a solution to try. • Give up.
Step 5: Write an agreement.	• Stay calm. • Take responsibility for success of intervention. • Be ready to try problem solving again.	• Blame parents for failures.

Home Visits

Home visits can be a good way to (1) obtain a better understanding of students' behavior; (2) build stronger relationships with parents and their children; and (3) improve students' attendance and achievement. However, they should not be used to replace parent-teacher conferences nor should they be used to discuss students' progress.

Obviously, each situation has to be evaluated prior to a visit. Sometimes a teacher can team up with other teachers or student services personnel as appropriate to the situation. The teacher should not, of course, place himself or herself in a dangerous situation.

The teacher can send a letter home clearly stating that the intent of the 15- to 30-minute visit is only to introduce the teacher and family members to each other. The letter might suggest that the family think of special things their children might want to share with the teacher (e.g., home project, pet, hobby, a drawing, their room, and so forth). Also, include a form at the bottom of the letter that parents can mail back to accept or decline the visit. A phone call should be made to parents who do not respond to the letter to reassure the parents that the home visit is to get acquainted and not to evaluate the student. And, of course, if the teacher does not speak the parent's language, a translator needs to accompany him or her.

It is best to schedule home visits early in the year in order to better know what to anticipate and/or how to best work with the student. Unfortunately, home visits can be very time consuming. Teachers

need the support of the administration if they are going to try to do more than a couple of home visits. This may mean, for example, that their schedules might be adjusted so that they have the necessary time.

Summary and Discussion

A student's learning flourishes through mutual partnership, respect, support, and interdependence among the home, school, and community. Teacher-parent relationships can be the most critical component affecting the student's learning. Thus, it is most important to get to know the family and share the accomplishment and improvements of the student. When the major function of a parent conference is to share negative information about behavior, academic performance, attendance, or progress without "solutions," communication with the home will break down. It is important to show parents how they can help their child with schoolwork at home, to stress the positive, and to focus on possible "solutions" for the student's problem area(s).

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Salend, S. J., and M. Gajria. 1995. Increasing homework completion rates of students with mild disabilities. *Remediation and Special Education*, 16 (5), 271–278.

Sulzer-Azaroff, B., and G. R. Mayer. 1994. *Achieving educational excellence: Behavior analysis for achieving classroom and schoolwide behavior change: 3*. San Marcos, Calif.: Western Image.

Walker, H. M., G. Colvin, and E. Ramsey. 1995. *Antisocial behavior in school: Strategies and best practices*. Pacific Grove, Calif.: Brooks/Cole Publishing Co.

Resources

Barkley, R. A. 1997. *A clinician's manual for assessment and parent training*. New York: The Guilford Press.

This manual contains a number of parent handouts to assist parents with implementing daily report cards, time-out, and programs that foster compliance, attention, independent play, and so forth.

Moles, O. C. 1996. *Reaching all families: Creating family-friendly schools*. Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement.

This booklet presents accumulated knowledge and ideas on school outreach strategies. Within each strategy suggestions for action are made.

*Read*Write*Now! Just add kids: A resource directory of learning partners, reading sites, and other literacy organizations*. 1996.

This resource directory lists local groups that match up students with reading tutors and mentors. Among the groups that help support the program are the girl scouts of the USA, boys and girls clubs of America, B'nai B'rith Youth Organization, and Phi Beta Sigma Fraternity. To receive further information on READ*WRITE*NOW! and other literacy materials, call 1-800-USA-LEARN.

Rich, D. 1994. *Summer home learning recipes*. NEA and the Home and School Institute. It is online at: http://www.ed.gov/pubs/Recipes/

These age-appropriate activities are ones that parents can do with their children (kindergarten through grade twelve). Each pamphlet offers reading, writing, math, and science activities children can engage in with their parents. Pamphlets for older children also include social studies and health activities.

Sheridan, S. M. 1993. *Helping parents help kids: A manual for helping parents deal with children's social difficulties*. Salt Lake City, Utah: University of Utah.

This manual is written for parents who want additional skills for helping their children with social difficulties. It can be helpful as a self-help aid for parents who want to learn more information and skills, such as debriefing, problem solving, and transferring.

CHAPTER 8

BEHAVIORAL ASSESSMENT AND RELATED INTERVENTIONS IN THE CLASSROOM

Classroom disruptions and misbehavior should be minimized if the teacher has established an effective classroom organization; is appropriately using classroom management strategies, including effective reinforcers; teaches social skills that help students relate positively to peers and do well academically; and employs instructional strategies tailored to the individual learner—all of which have been discussed in the preceding chapters. However, there are situations in which students may continue to misbehave and do not respond to general classroom management strategies. In these instances, it is important to identify the possible causes for the misbehavior and to select interventions that more specifically address the causes of the misbehavior. This chapter addresses that endeavor.

All types of behavior are learned. Most behavior serves a purpose, a goal, or fulfills a need; the same could be said for misbehavior. When teachers take the time to conduct a behavioral assessment to determine that need, they can develop effective interventions and activities that truly improve the student's behavior and subsequently enhance his or her learning opportunities. These teachers go beyond merely punishing students for misbehavior. They search for probable causes and address them.

Some of the most common behavioral interventions, unfortunately, historically have used punitive consequences, although much research indicates greater success in changing negative behaviors through positive strategies that specifically address the causes of the misbehavior.

Punitive Approaches

Punitive approaches to misbehavior were once considered the most effective means of reducing students' misbehavior. However, punitive approaches, such as reprimands, scolding, time-out, penalties, and restitution, can foster other negative behaviors and consequences. Some students respond to punishment with aggression (e.g., violence, assaults, verbal abuse, or vandalism) or escapism, which is evidenced by leaving one's seat, tardiness, truancy, or dropping out. Punishment can also lead to low self-concepts, negative attitudes toward school, and other behavior problems. These negative consequences of punishment have increasingly attracted the attention of policymakers and have resulted in restrictions or bans against physical punishment across the United States.

In California any intervention with students that is considered to be corporal punishment is illegal. Statutes and case law provide specific examples of activities that are no longer allowed in our schools:

- Corporal punishment that causes physical pain (Education Code sections 49000–49001)

- Use of sprays, toxic or otherwise unpleasant sprays, mists, or substances near a student's face (Title 5, Section 3052 [l] [2])
- Denial of adequate physical comfort or access to bathroom facilities (Title 5, Section 3052 [l] [3])
- Subjecting a student to verbal abuse, ridicule or humiliation, or excessive emotional trauma (Title 5, Section 3052 [l] [4])
- Locked seclusion (Title 5, Section 3052 [l] [6])
- Any intervention that deprives the student of one or more of his or her senses (Title 5, Section 3052 [l][8])
- Requiring a student to remain in class during the noon lunch intermission (Title 5, Section 3052)
- Requiring a student to remain in class during any recess, unless there is an adopted governing board policy that specifies reasonable rules and regulations to authorize a teacher to restrict students' access to recess for disciplinary purposes (Education Code Section 44807.5)

Recent research suggests that specific positive reinforcement approaches are just as effective as the more traditional punitive approaches, if the reinforcement approach addresses the purpose of the problem behavior. This chapter focuses on how to determine why a student is misbehaving in the classroom and offers some hints on selecting appropriate interventions that address the causes of the misbehavior.

Problem Behavior as a Form of Communication

When teachers assess external or visible results that are associated with a student's behavior, they can begin to determine the communicative intent of the behavior; i.e., what is the student requesting or protesting through the display of the behavior? Some students learn early that certain problem behaviors result in a response that lets them achieve a goal. For example, a student who wants to avoid taking a quiz in class that would reveal he or she did not do homework may begin an annoying behavior that results in him or her being sent to the office or to time-out. Or the same student might engage in the same annoying behavior simply because he or she has not learned to request help in a satisfactory manner.

Assessment to Determine Causes of Misbehavior

Teachers, with the assistance of specially trained professionals, such as school counselors and school psychologists, can begin to assess causes of misbehavior if they focus on three analytical components: behaviors, antecedents, and consequences. Examining these three components can lead teachers through a comprehensive analysis of a student's misbehavior and result in appropriate interventions. For example, by observing the specific misbehavior that occurs, the events that lead to the misbehavior (antecedents), and the results (consequences) that the behavior produces, the teacher can eliminate certain approaches and find alternative ways to reinforce positive behavior. The following questions are useful in that assessment:

- What factors in the environment influence the behavior?
- Why is the behavior occurring at this time in this situation?
- What does the behavior provide to the student?
- What is the goal or function of the behavior?

Behaviors

The teacher must first identify the behavior that needs to be changed and the positive alternative behavior that should replace the misbehavior. The more accurate the description of both behaviors, the more likely that the student's behavior can be addressed. For example, Mike becomes aggressive during a math lesson and he either hits other students or throws objects at others. These behaviors can be observed and counted, if necessary, to determine the frequency of the event. The teacher then identifies a behavior that Mike should be able to do; e.g., complete the math lesson without hitting his neighbor and throwing paper across the room. The positive behavior becomes the behavior goal that also can be observed or counted. If the problem is disruption to class discussions, the misbehavior observed might be a student blurting out answers without being called on and the desired positive behavior might be the student raising his or her hand and waiting for the teacher to call on him or her for the answer.

Antecedents

In the next step of analyzing the misbehavior, the teacher identifies what events usually lead to the misbehavior and to the desired behavior. When the teacher has the answers to the following questions, he or she can better assist the student to respond to situations in a more positive manner:

1. Under what circumstances does the student engage in the misbehavior and in the desired behavior?
2. Under what circumstances does the identified misbehavior not occur? In those situations, does the student behave in a positive or negative manner?
3. Does the behavior occur at specific times in the day? If so, are there routine events that precede the misbehavior?
4. Does the misbehavior occur only in the presence of certain people?
5. Does the misbehavior occur after certain events that might occur in another setting (e.g., in the home, on the way to school, or during recess or lunchtime)?
6. Does the misbehavior occur prior to or at the same time as another behavior (e.g., working on an assignment)?
7. Is the behavior related to a deficit in communication, social, or academic skills?

The answer to these questions might provide a lead to understanding the precipitating antecedent event(s) and identifying a successful intervention.

Consequences

If the teacher can identify what immediately follows the misbehavior (i.e., consequences), he or she can more easily determine what function the misbehavior satisfies. Psychologists have determined that misbehavior can accomplish or lead to specific, often unspoken goals or functions. These functions include:

1. *Escape or avoidance* (Does the student want to escape or avoid a specific activity or person?)
2. *Attention* (Does the student receive a heightened sense of recognition or attention from the act?)
3. *Material rewards* (Does the student ultimately receive items, access to activities, or food after acting out? Are these material rewards items the student actively seeks?)
4. *Self-reinforcement* (Does the student appear to be comforted when he or she engages in repetitive physical behaviors, such as rocking back and forth, sucking a thumb, or twisting one's hair?)

The process of assessing behaviors can help teachers identify which function or goal the student is trying to achieve by engaging in the misbehavior. After the teacher has determined what goal or function the student desires, these goals (e.g., attention) can often be rearranged to be achieved through more acceptable behavior.

Teachers must understand why a student misbehaves before they can develop and implement appropriate interventions. When they are able to assess the goal or function behind the behavior, they can develop a response strategy that will lead to new behavior. For example, in a situation in which Nancy frequently leaves her seat, the teacher must analyze if she leaves her seat to gain her teacher's attention. If that is so, the teacher might consider ignoring the behavior and rewarding Nancy for work performed while in her seat. If, however, Nancy leaves her seat to avoid doing an assignment that she finds too difficult, or if she leaves her seat to talk to a friend, the same intervention would be ineffective. The teacher needs to establish an intervention that addresses the desired goal or function. The same intervention does not always work on the same outward behavior. What is important in maintaining effective classroom management is assessing the goals underlying the behavior. (Refer to Appendix C for practice exercises in assessing a student's behavior.)

Selecting Interventions Based on the Behavior's Function(s)

Interventions that address the function behind the misbehavior are more likely to effectively change the behavior. The following section examines the common goals behind behaviors and provides possible interventions. Teachers, with the help of their school's support services team, can then

identify the best interventions for a specific misbehavior.

Escape/Avoidance

Psychologists identify two items that prompt escape or avoidance: (1) assignments, requests, or tasks; and (2) social contacts. Students often use misbehavior to avoid or have adults remove demands, requests, or other situations or activities they dislike. For example, a student who does not do well in reading might respond to a reading assignment by engaging in aggression or complaining of a stomachache or headache to avoid doing the assignment. In other cases students engage in misbehavior when they receive attention from another person. They have associated the attention they receive from that individual with some form of punishment and, as a consequence, they misbehave to get the person to leave them alone.

Possible Interventions. If the teacher determines that the goal behind a student's behavior is to escape or avoid a specific task, he or she might consider the following possible interventions:

- Giving positive rewards for complying with the assignment, request, or task.
- Initially removing or reducing the task demands, followed by gradually increasing the task demands once the student is achieving success.
- Teaching students how to seek help when they are confronted with difficult tasks.
- Providing positive reinforcement for avoiding the escape/avoidance behavior.
- Teaching alternative, acceptable ways of escaping (e.g., short work breaks).

If the motive behind the student's behavior is to escape or avoid a specific person or group of people, the teacher needs a different intervention. For example, the teacher might have success in changing the avoidance by pairing a strong reinforcer (e.g., food or special, fun activities) with the person or group. This would help the social contact to become less aversive and more positive for the student. Teachers also might provide intensive reinforcement for social contact.

Cautions. In some instances, teachers unintentionally reinforce the very behavior they consider inappropriate by selecting an intervention that does not address the function that the misbehavior serves. For example, students who seek to escape or avoid specific tasks, demands, assignments, or people are reinforced for their misbehavior when they are assigned to time-out or the task or assignment is no longer requested of the student. Jim screams when requested to do a difficult assignment. The assignment is terminated, or he is placed in time-out. Such consequences result in his escaping or avoiding tasks. Thus, if acting out leads to time-out, or removal of the assigned task, a student who desires escape or avoidance will learn that he or she can achieve this by acting out.

Attention-Seeking Behavior

Some student misbehavior is motivated by the need to gain attention in the classroom rather than the need for escape/avoidance. Therefore, teachers must assess carefully the goals behind the behavior before selecting an intervention.

Possible Interventions. Teachers confronted with students who seek attention might consider the following interventions:

- Provide more frequent attention to the student (thereby reducing the student's need to act out to get the attention).
- Withhold attention, if possible, at the time of the inappropriate behavior.
- Teach and attend to alternative and acceptable behaviors.

Cautions. When the goal or function underlying the misbehavior is determined to be seeking attention, avoid using verbal reprimands and interrupting or redirecting the student's behavior. These strategies can make the attention-seeking behavior worse, because they provide desired attention and thereby reinforce the behavior. Also, teachers should avoid frequent time-out periods. Time-out should be used as an intervention for serious misbehavior and as a last resort, because of its punitive nature.

Material Rewards

Misbehavior also occurs when students want to obtain access to an item or activity. For example, young children may have a temper tantrum in the classroom because they want a toy or other item. If the teacher gives it to them, the tantrum has served a purpose. The success in obtaining the item rein-

forces the misbehavior and teaches the child how to obtain other desired items.

Possible Interventions. Teachers confronted with students who seek material rewards, such as food or activities, might consider the following interventions:

- Teach or reinforce alternative behaviors to obtain a desired item.
- Provide more frequent access to desired items but not when the problem behavior occurs.
- Use penalties, fines, or time-out (isolation) only in a limited manner.

Cautions. The student must be denied the item, food, or activity that he or she is demanding. If the misbehavior results in access to the item or activity, the misbehavior will continue to occur.

Self-reinforcement Behavior

Some students, especially mainstreamed or "fully included" special education students who exhibit repetitive physical behaviors, may engage in self-reinforcement. For example, these students may rock back and forth, suck their thumb, wave their hands in front of their eyes when sitting in front of a light, rub their nose or ears, or scratch. Although these behaviors are relatively rare, or more common among students with special needs, teachers need to identify appropriate interventions that help redirect the student's attention.

Possible Interventions. Teachers can assist students who display repetitive behaviors that are self-reinforcing by considering the following interventions:

- Interrupt the student's repetitive behavior (e.g., ask the student a question or direct the student to do something).
- Help the student become engaged in an alternative activity that he or she enjoys.
- Reinforce the student when the problem behavior is not occurring.

Cautions. Avoid withholding attention or placing the individual in time-out when self-reinforcing behavior occurs. The individual is likely to continue the self-reinforcement behavior while he or she is being ignored in time-out.

Table 8.1, a revision of one developed by Mayer (1996), presents the four functions and summarizes some potentially useful and nonuseful interventions for each function.

When to Assess Behaviors

Teachers cannot be expected to conduct in-depth behavioral assessments on every student in the classroom because of the amount of time required to do a thorough analysis of the behaviors and underlying functions. Instead, teachers might reserve this detailed assessment of misbehavior for students who have not responded to the usual classroom management strategies. (Refer to Appendix C for practice exercises in conducting classroom behavioral assessments.) Sometimes, teachers' observations will offer an initial clue as to how to vary classroom management techniques and help students develop responsibility for acceptable classroom behavior. At other times, teachers will have the need for a more thorough assessment. Teachers, of course, should take advantage of every possible support system when they assess misbehaviors in the classroom. In collaboration with the school's student support services team, teachers and counselors or school psychologists can devise a collection of behavioral interventions so that all students in the class can refocus on the instruction expected in the classroom.

Summary and Discussion

Behavioral interventions, based on the behavior's functions or purposes, are becoming widely recognized, accepted, and in some instances, mandated by special education laws and regulations. The advantages of doing such assessments is that they lead to more long-lasting effectiveness in helping students develop appropriate behaviors.

Behavioral assessments are often time consuming, and as a result, teachers should reserve them for students who do not respond as anticipated to typical classroom management strategies. However, as teachers become skilled in behavioral assessments, they often will be able to quickly determine the function or purpose behind the student's behavior through informal observations. When teachers encounter a difficult, complex case, specialists on the student support team can provide in-depth help in assessing the dimensions of the misbehavior.

Table 8.1

Matching intervention to behavioral function

Function of behavior	Potential interventions
ESCAPE/AVOIDANCE	**For Task Avoidance** Reinforce for Compliance Teach How to Seek Help Teach Acceptable Alternatives to Escape Reinforce for Absence of Problem Initially Remove/Reduce Task Demands and Then Gradually Introduce/Increase Demands **For Social Avoidance** Pair Social Attention with Strong Reinforcers Reinforce for Compliance Reinforce for Absence of Problem **Teacher Should Avoid** Removing the Assignment or Requesting Time-out
ATTENTION SEEKING	**For Attention Seeking** Increase Attention for Appropriate Behaviors Withhold Attention for Problem Behavior Teach Acceptable Alternatives for Obtaining Attention Use Time-out as Last Resort **Teacher Should Avoid** Verbal Reprimands Response Interruption/Redirection
ACCESS TO MATERIAL REWARDS (Material, Activity, or Food)	**For Access to Material Rewards** Deny Access Teach Acceptable Alternatives to Obtain Access Provide Frequent, Noncontingent Access Use Penalties, Fines, or Time-out as Last Resort **Teacher Should Avoid** Access to Material, Activity, or Food Following Problem Behavior
SELF-REINFORCEMENT	**For Self-reinforcement** Increase Access to Alternative Sources of Reinforcement Interrupt/Redirect Inappropriate Behavior Reinforce When Behavior Is Appropriate and When Problem Behavior Is Absent or Reduced **Teacher Should Avoid** Withholding Attention Time-out

Teachers must remember that in a behavioral assessment, antecedent conditions prompt the misbehavior and antecedents must be considered carefully before selecting an intervention. Also, it is important for teachers to remember that, within each major function category (i.e., escape/avoidance, attention, material rewards, and self-reinforcement), there can be many variants to be identified before selecting effective interventions. For example, if the goal is social avoidance, the teacher and the student support team might discover that self-injury occurs immediately following the attention from specific adults and not others. Or, if the goal is to avoid a task, a student might be aggressive if the task is too long and not aggressive if the same task is presented in small parts. Sometimes, a change in the antecedent conditions alone can substantially reduce the occurrence of the problem behavior. Thus, both antecedents that precede the behavior and the consequences that follow the behavior must be analyzed during the behavioral assessment to clearly define the most effective intervention.

Occasionally, the misbehavior serves many purposes. For example, aggression might be used to avoid doing math and to obtain access to a basketball in a different setting. The behavior is the same with two different outcomes. To further complicate behavioral assessments, what reinforces a behavior can change over time. For example, a student uses a problem behavior initially to avoid a difficult task, and the teacher identifies an intervention that successfully reduces the behavior. Later the student begins to again increasingly use the problem behavior although the teacher has consistently used an "effective" intervention. Further analysis of the reemerging behavior may show the problem behavior is now used for another purpose. Thus, when a relapse in behavior occurs and consistently used interventions no longer have the same results, teachers, with the help of the student support services team, need to conduct a new behavioral assessment to determine if new interventions are needed.

Conducting behavioral assessments are ongoing activities, not one-time events. Continual assessments not only help to monitor the ongoing effectiveness of the intervention but also identify as early as possible when the behavior and intervention disconnect. There is no one "best" intervention. Many interventions are possible and, depending on the antecedents, some interventions might be more appropriate in various contexts.

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Additional Resources on Conducting Functional Assessments

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CHAPTER 9

AGGRESSIVE BEHAVIORS

The Preface of this resource guide described the state of affairs regarding aggression and violence in and near our schools. Students aggress against other students, teachers, and the school facilities (i.e., vandalism). Aggressive or antisocial students are at risk for long-term negative outcomes, including dropping out of school, drug and alcohol abuse, higher mortality rates, arrests, and relationship problems (Walker and others, 1995). Why aggression occurs was discussed in chapters 1 and 8Aggressive behavior is used by students to get what they want from others, to escape from aversive situations, and to obtain peer attention or prestige. In this chapter numerous strategies for prevention and reducing aggression are presented. However, for the selected strategy to be effective, it is important to determine what triggers the aggressive behavior and what purpose the aggressive behavior serves for each individual student: Is it used to gain access, prestige, or to escape; or is it some combination of these functions?

Strategies for Preventing and Reducing Aggression

Include Parents in Interventions

Aggression is serious. Therefore, it is important to keep parents informed of, aware of, and involved in the planning of any interventions that will be used to prevent future occurrences of aggression. Parents and/or caregivers must be actively involved in conferences that also include student services personnel. Their continued involvement must be encouraged through follow-up meetings, phone calls, and home-school notes. Parents often can assist by delivering reinforcers for appropriate school behavior at home. (See Chapter 7 for methods of communicating and working with parents.)

Remove Punitive Environments

As discussed in previous chapters, punitive environments "set off" or help trigger the occurrence of aggressive behavior. Anything that you can do to identify and remove aversive conditions in the student's school environment will help reduce aggressive behaviors. Examples of aversive factors or conditions that you can look for to remove or minimize include (1) excessive use of disapproval or a lack of approving statements by the teacher or classmates; (2) academic failure experiences; (3) excessive errors; and (4) changes in class routine.

Teach Appropriate Social Skills

Many students become aggressive because they lack adequate social skills. For example, a student who uses aggression to get objects from others may need to be taught to ask politely and wait his or her turn. Students may use violent behavior to remove

an aversive condition (e.g., to remove or escape from teasing, berating, threats, or a failure situation). These students can be taught to ignore, leave the situation, rebuff in a firm manner, and to request assistance when appropriate. Students who act out to obtain attention or peer recognition can be taught other, more effective ways to obtain peer attention that will not turn peers against or away from them because of their aggressive manner. Such nonaggressive approaches to solving problems need to be modeled, role-played, and reinforced. Social skills training is often required (see Chapter 5). Also, a related strategy was used by Brophy (1996). He was able to reduce aggressive acts by convincing students that when they became hostile or aggressive, they were manipulated by others into losing control. Similarly, convincing students that the use of profanity is often the result of a limited vocabulary can sometimes have similar outcomes.

Identify Behaviors That Signal a Potential Escalation to Aggression

As mentioned, some students use aggressive behavior in an attempt to remove aversive conditions in their environment or to gain attention. Such behavior often goes through a chain of events or stages before the actual aggression. The teacher's task is to recognize the chain of events and enter at an early stage to prevent the escalation to aggression. Table 9.1 illustrates possible stages and interventions.

General strategies for dealing with aggressive/violent behavior. Walker and others (1995) present the following general strategies for dealing with stage two (middle stage) behaviors in the classroom:

- Speak privately and calmly. Take the student aside where you can calmly talk privately. Avoid public statements or threats. Speak respectfully. Avoid a cold, authoritative tone. Loud, public talk will likely result in escalation.
- Avoid using negative body language; e.g., pointing and/or staring at or crowding the student.
- Avoid power struggles. Do not be drawn into "I won't!" "You will!" arguments.
- Be brief and stay with the agenda. Do not use long-winded statements or nagging.
- Establish an eye-level position when talking to the student. If the student is sitting, then squat or sit next to him or her. Do not tower over a student; it can be intimidating.
- Terminate the discussion if the problem begins to escalate. Withdraw from the student and implement the school's emergency procedures.
- Do not encourage students to redirect aggression toward inanimate objects. Evidence shows this only encourages aggression.
- Acknowledge cooperation. Compliment for cooperation immediately, and praise cooperation in follow-up situations.

Negative Consequences

Two commonly used negative or punitive consequences are described in this section. It is important to note *the effectiveness of these strategies depends on the appropriateness of how and when they are used.* They can teach the student what not to do and bring about a strong, rapid reduction of the infraction. However, because of their rapid reductive effect on the behavior, and the immediate relief they subsequently bring the teacher, they tend to be overused. Remember, their use must be minimized. Reserve these consequences for intolerable behaviors only; they do not teach how to behave and are more likely to promote low self-concepts, aggression, escape, and other antisocial behaviors. Thus, punitive consequences should not be used unless combined with constructive alternatives that teach how to behave, as described in chapters 2 through 4.

Time-out

Time-out involves removing access to reinforcement following an infraction by either removing the student and placing him or her in a nonreinforcing environment or by removing the reinforcing environment from the student. Common examples include having the student sit behind a file cabinet, just outside the classroom door, or in the office. Also, one teacher handled a disabled student's temper tantrum (this student was developmentally delayed and blind and was yelling and flailing on the playground) by removing the rest of the class to another area of the playground, leaving the student

TABLE 9.1

STAGES LEADING TO AGGRESSION AND POSSIBLE INTERVENTIONS

Potential stages leading to aggression	Possible interventions
Early Stage: Student may sigh; place head down on desk or hold head in hands; tap his or her pencil; break pencil lead while writing.	Listen carefully to what the youngster has to say. Provide nonjudgmental, empathetic talk, and supportive help with the assignment, unless you have determined that the function of the behavior is attention seeking. If it is attention seeking, communicate that as soon as the student starts working, assistance and attention will be provided. As supportive help is provided, if it is determined that the assignment is too difficult for the student, adjust the assignment as necessary (see Chapter 6). Also, at an appropriate time, teach the student how to request assistance (which will provide attention and reduce the aversiveness of the assignment due to the explanation provided or the adjustment in the assignment).
Middle Stage: Student may wad or tear up his or her paper; slam book or fist down on desk; refuse to do assignment; criticize teaching skills; yell, argue, and swear at teacher and/or other students. Intimidates or threatens teacher and/or other students.	The suggestions given for the early stage may work, but if the student appears too agitated, he or she may be asked to sit in an isolated area (unless the function of the behavior is escape) until the student has calmed down. Once calm, implement the suggestions provided for the early stage. If the behavior's function is to escape from doing the assignment, use proximity control, empathy (verbalize to the student nonjudgmentally what he or she may be experiencing at the moment), and offer assistance when the student is ready. Offer choices as to when the student might do all or parts of the assignment with assistance. Also, eventually teach how to request assistance (that will provide attention and reduce the aversiveness of the assignment).
Aggression Stage: Throws chair or desk; attempts to injure self, teacher, and/or other students.	This behavior cannot be tolerated. Select punitive consequence following guidelines provided in chapters 2 and 8, or implement school emergency procedures. (Specific punitive consequences are discussed in the following section.) Later that day, or the next day, discuss and role-play with the student more constructive ways of dealing with frustrating situations.

alone but within the teacher's vision, until the temper tantrum ceased.

Time-out will only work if the time-out environment is nonreinforcing. If the student throws things over the cabinet or makes noises that gain attention, then time-out conditions no longer exist. Similarly, if the student who is placed just outside the classroom door talks to the friendly custodian or others while sitting there, time-out will not be effective. Or if the student who was sent to the office helps out, or hears the latest "goings-on," again the environment is not nonreinforcing.

Time-out will only work if the environment the student is being removed from is reinforcing. Some students act out because the assignment is too difficult, or he or she is failing a task. If placed in time-out as a consequence, the student would learn to act out to escape an aversive situation. In this situation the teacher is teaching the student to misbehave. (The function of the student's behavior is to escape from the situation, which time-out provides. The acting out worked; it will occur again.) *Never use time-out when it will result in the student being*

removed from an aversive situation. To use time-out effectively:

- Combine with other constructive alternative procedures (chapters 2 through 4).
- Remove all reinforcement for unwanted behavior.
- Make time-in as reinforcing as possible.
- Avoid opportunities for self-stimulation. (Some children with autism and other emotionally disturbed children will use time-out as an opportunity to self-stimulate.)
- Keep duration relatively short (two to five minutes).
- Clearly communicate conditions as to when time-out will be used.
- Use it consistently.
- Be able to implement and maintain time-out.

Time-out also has been known to cause public controversy. As a result, Sulzer-Azaroff and Mayer (1994) have listed a number of safeguards to help minimize adverse public reactions and to keep the procedure from becoming unnecessarily harsh:

- Review current policies and laws regulating the use of time-out. Obtain the administrator's approval before using the procedure.
- Ensure adequate lighting and comfort. Do not place a student in a dark room or closet devoid of furniture with nothing but a cold floor on which to sit.
- Remove all potentially dangerous objects from the time-out area, such as items that can be torn from walls, objects with sharp corners, and anything that can be thrown or swallowed.
- Be sure that the student can be observed at all times to help prevent injury.
- Set a timer to remind yourself when the time-out period is over. If the student is left in time-out too long on several occasions, the shorter time-outs will lose their effectiveness. In addition, long time-outs result in a loss of instruction, and students find ways of making long time-outs no longer nonreinforcing.
- Use a neutral description for the time-out area, such as "quiet area" or "relaxation room" rather than "time-out booth." Time-out areas do serve the purpose of quieting and relaxing people whose behavior is out of control.
- Continue to monitor and make available summaries of the effects of the program.

Penalties and Fines

Penalties and fines (sometimes called response cost) are frequently used to stop misbehavior. Their use involves removing a specific amount of reinforcers following an infraction. For example, penalties are used in football when a team is penalized so many yards. Penalties and fines are in operation when you have to pay a fine for a traffic ticket or when a youngster loses some TV time for a misbehavior. In the classroom they are used when points or tokens are removed contingent upon an infraction. To use penalties and fines effectively:

- Allow for buildup of reinforcer reserve. Points or other reinforcers cannot be removed if the student has not earned enough. Also, be sure to provide lots of opportunities for reinforcement. Remember, it is important to make the classroom a reinforcing environment.
- Determine the amount of the penalty or fine ahead of time. To be effective, the amount must match or exceed what the student has recently experienced. *However, be careful not to overfine*. If the fine is too much, the student will simply stop trying to behave or achieve.
- Reduce emotional outbursts:
  a. Clearly communicate costs. Involve students in setting costs for infractions. Costs should be clear to students before beginning this strategy.
  b. Keep fines moderate.
  c. Impose fines without fanfare.
  d. Ignore or fine emotional outbursts and reinforce alternative responses.
  e. Do not overuse.
  f. Return one-half of fine if the student immediately returns to his or her work, or penalize only from bonus points. **Bonus points** are points students did not earn, and fines are deducted from these bonus points only. The points that they have left at the end of the period or day are those that they get to keep. The problem with the use of a

bonus point system is that the focus is only on infractions, not on how to behave. In contrast, returning one-half of the fine for appropriate behavior helps to teach the student how to behave.

- Combine with other constructive, alternative procedures to teach how to behave (chapters 2 through 4).

Maximizing the Effectiveness of Punitive Procedures

To use any punitive procedure effectively, the following guidelines must be followed:

- Combine with positive, constructive alternatives.
- Apply immediately following each occurrence.
- Combine with other nonreinforcing conditions. It is important to make sure that the behavior being punished is not also receiving reinforcement.
- Select appropriate intensity, duration, or magnitude for the student's learning history. Increase abruptly, not gradually. Also, use the minimum that is effective.
- Involve students, when possible, in setting rules and selecting possible consequences.
- Communicate rules clearly.

Types of Aggressive Behaviors

Various aggressive behaviors are discussed below along with a number of possible suggestions for reducing and preventing the behavior. Many of the suggestions are designed to remove attention, stop aversive acts, and/or deny access (making sure the aggressor does not benefit from such acts), and to teach how to behave. The strategies selected for use with a student who is behaving aggressively should be based on the behavior's purpose(s). Once the purpose of a student's aggression is determined, it then becomes possible to design a program to prevent future occurrences.

Bullying (Teasing, Harassment, and Intimidation)

Bullying described. Bullying includes teasing, harassment, and intimidation. Bullying among boys involves themes of intimidation, power, domination, control, threats to one's safety, and humiliation. Tactics include name-calling, fistfights, extortion, repeated physical attacks, and sexual harassment. Bullying among girls involves themes of social cruelty, deception, subtle rejection or purposeful ostracism, character assassination, manipulation, and hurt feelings. Bullying can come from an individual or a group of students. In fact, its organized manifestation occurs through gangs.

Most elementary and middle school students (90 percent) and high school students (80 percent) report having directly experienced bullying (Hover and others, 1992; Shelly, 1985). In the average elementary school classroom, two to three students are afraid because of bullying. Some avoid the cafeteria, restrooms, and hallways to avoid being harassed (Garrity and others, 1996). Contrary to popular belief, bullying occurs more frequently on the school grounds than on the way to and from school (Limber and Nation, 1998). Typically, the bully-victim interactions have been established by six weeks into the school year. Yet, most children don't tell because they are afraid that the bullying will become worse if they tell. Some victims don't tell because they are embarrassed or ashamed. And, an all too frequent response when they do tell is: "You are old enough to solve your own problems. Work it out!" Yet, victims of bullies are not old enough, nor competent enough, to defend themselves. In addition, Arnette and Walsleben (1998) point out that:

> In this country, bullying has traditionally been viewed as some perverse sort of child's play, its occurrence usually eliciting the common phrase, "kids will be kids." Today, bullying is rightfully being recognized for what it is: an abusive behavior that often leads to greater and prolonged violent behavior (pp. 2–3).

Bullying is a risk factor for truancy, dropping out of school, violence, and delinquency. In fact, bullies are much more likely than nonbullies to commit antisocial acts, including fighting, theft, vandalism, drunkenness, and are five to six times more likely to have serious criminal records by young adulthood (Olweus, 1991). There are also short- and long-term consequences for the victims of bullying. Victims experience more physical and psychological problems and are more likely to cut school for fear of being bullied. Furthermore, studies suggest that chronically victimized students are

more likely to experience depression, poor self-esteem, and other mental health problems as adults (Limber and Nation, 1998).

Interventions for bullying. There are compelling reasons why interventions are needed to prevent bullying: (1) its harmful and frequently enduring effects on bullies and their victims; (2) its high frequency among students; and (3) its detrimental effects on the school's learning environment. Thus, both bullies and their victims need help in learning new ways to get along in school. "Schools that are 'bully proof' contain teachers who know how to recognize bullying and how to safeguard their students against it" (Canter and Petersen, 1995, p. 121). Walker and others (1995) provide a number of do's and don'ts as to what can be taught to victims.

This includes teaching the student to:

- Ignore the bully's behavior.
- Leave the situation.
- Rebuff in a firm manner (teach to be assertive).
- Protect self.
- Request that the teaser stop, and then walk away; if this does not work, then tell the teacher.
- Teach observing students to get help by calling a supervisor or teacher.

Victims should be taught not to:

- Cry.
- Lose their temper.
- Escalate.
- Return the aggression.
- Get others to gang up on the bully.
- Tease back.
- Call the teaser names.
- Act hurt.

Sometimes bullying or teasing comes about as a result of the victim not behaving according to social norms or the dress code. He or she may exhibit extreme behavior, such as tantrums, be athletically unskilled or be very short, have few friends, be insecure and unassertive, wear a hearing aid, or have other atypical physical or behavioral attributes. In these situations, sometimes an understanding and acceptance of individual differences may need to be taught to the class. It might also be helpful to provide social skills training for the victim, or see if the victimized student (with the approval and help of the parents) could be helped to dress differently, if that appears related to the problem.

Bullies need training in anger management, assertiveness, and other self-management skills. Their behavior needs to be carefully monitored and rewarded for appropriate behavior with clear, consistent sanctions for acts of bullying. Their parents usually can benefit from a parenting skills class.

The single most effective deterrent to bullying is the teacher. Many of the activities listed below, in addition to the social skills training activities mentioned above, have been successfully used by teachers to prevent bullying (Olweus, 1991):

- Post and discuss clear class rules stating how to behave. (See Chapter 2 for rule development guidelines; and consider adding rules such as "We will not bully," "We will help others who are being bullied by getting adult help and/or speaking out," or "We will make an extra effort to include all students in activities." Also, be sure to provide reinforcement for students who follow these rules.)
- Conduct class meetings to discuss bullying and what to do about it. Have individual, serious talks with bullies, victims, and the parents of the involved children.
- Provide close monitoring of cafeterias, playgrounds, and "hot spots" where bullying is likely to occur away from direct adult supervision.
- Pair isolated students with friends, outgoing prestigious peers, and do not include victims and bullies in the same group.
- Develop a buddy system to pair each student with a friend or older student with whom they can share class schedule information and plans for the school day. (The buddy should be someone on whom the student can depend for help.) Be sure that the buddy has been taught the importance of reporting any instance of bullying to teachers.
- Involve members of the student support services team in working with bullies through individual and group counseling sessions.

Curriculum publishers now offer a variety of materials on prevention and intervention to eliminate bullying from the school campus. At least three

criteria should be considered when selecting a program (Colvin and others, 1998):

- Is the program supported by research?
- Does the program emphasize teaching prosocial behavior to replace bullying?
- Is the program based on sound behavioral principles?

The additional resources section at the end of the chapter provides a brief description of programs to eliminate bullying. There also are several bullying assessment instruments available. (See Colvin and others, 1998, for a review.)

Noncompliance: Refusal and Resistance

Description. Physical aggression by students often begins with a teacher telling the student to do something, followed by noncompliance of the student and escalation into a physical or verbal confrontation between the two. Aside from its powerful role as a trigger for behavioral escalation, such interactions can damage the teacher-student relationship and lead to teacher rejection. Sometimes, too, teachers avoid giving assignments or making requests of students who are noncompliant. What we sometimes find, then, is "the process of noncompliance operates to strengthen the resistant responses of the child and the avoidance behavior of the adult simultaneously" (Walker and Walker, 1991, p. 114), resulting in noncompliant students missing opportunities to learn. Thus, as Walker and Sylwester (1998) conclude, "student noncompliance is one of the most frustrating, intractable, and time-consuming behavior problems with which teachers must struggle daily."

Interventions for fostering compliance and reducing refusal. Noncompliance usually occurs when the student is not capable of doing the assignment, does not understand the request, is not feeling well, is emotionally upset, or seeks to gain peer recognition. Frequently, noncompliance occurs to escape from a potentially aversive situation (i.e., a confusing or difficult request) or sometimes to gain attention. The following are suggestions for preventing and reducing noncompliance:

- Involve students in development of classroom rules and/or policies (see Chapter 2).
- Place easily understood directions for assignments on chalk or bulletin boards and include start-up ideas and/or examples.
- Get the student's attention, call her or him by name, and establish eye contact *before making a request.*
- Use simple, singular, direct commands without additional complaining, threats, or nagging; e.g., "Maria, please take your seat." Not: "Maria, I've told you over and over to stay in your seat! You were late and didn't hand in your assignment either. What does it take to do as you're told? Don't let me catch you misbehaving again, or else!"
- Use a quiet voice. Do not yell.
- Limit the number of commands given to an absolute minimum.
- Focus on initiating students' actions rather than terminating their actions; e.g., rather than telling a student to stop conversing with Sara, use modeling as suggested below or politely request the student to begin the activity. *Noncompliance is more likely as a response to a terminating than an initiating request.*
- Ignore noncompliance if the student appears to be in an agitated state. Express your concern: "Something seems to be bothering you. Is there anything I can do to help? Would you like to talk with me about it during break or after school?"
- Use modeling (see Chapter 4) to prompt compliance by complimenting those students who do follow directions immediately (and then be sure to compliment those who imitate the modeled prompt).
- Teach alternative skills; e.g., making a request for clarification, compliance, negotiation, or problem solving. (See Chapter 5 on teaching social skills.)
- Use behavioral momentum; i.e., the student is more likely to comply with a request if he or she has complied with a series of preceding requests. Thus, present three to five simple requests that the student is likely to comply with, praising compliance. Then present the less preferred request and again praise any compliance.
- Offer students the option of selecting a more preferred activity after they perform a less pre-

ferred activity. Or, once a student has received enough checks on a compliance sheet, he or she may obtain access to a highly preferred activity.

- Always provide enthusiastic praise for the student's compliance, even if initial guidance was provided.
- Remove the amount of assistance gradually to ensure that the student learns to comply independently.
- Disengage if the problem begins to escalate. Move the student to a safe or neutral location and discuss the matter on a one-to-one basis during a break, recess, or after school once you have both had a chance to calm down.
- Discuss persistent refusal with the student in an open, straightforward manner (not hostile), seeking his or her suggestions for a solution. Students in this situation are often as frustrated as the teacher. They need to know that they are respected enough for the teacher to seek their advice as to how to solve the problem.

Some students "come to school having been inadvertently taught a pattern of noncompliance to adult directives through the parenting practices to which they've been exposed" (Walker and Sylwester, 1998, p. 57). These students often require individualized behavior management programs to help them learn to accept the teacher's authority and to comply consistently (see previous chapters for suggestions as to how to set up an individual program). It may be helpful to obtain the assistance of the school psychologist or other member of the student support services staff who can assist in designing a program based on the behavior's function and triggers.

Profanity/Swearing

Description. Swearing often is used by students to gain attention and recognition, particularly from peers. It also can trigger escalation to aggression by helping the student escape from an aversive situation or achieve access to some object or activity. In any event it usually is disruptive to the classroom and needs to be stopped.

Interventions. There are several interventions that have been shown to be effective and others that should not be used. First, we will review the Don'ts and then the Do's.

DONT'S

- *Do not ignore swearing in the hopes that it will stop*. Swearing is an aggression-related behavior. Aggressive behaviors are likely to be imitated by others, particularly the male students. But in addition, peers will continue to provide attention or reinforce the behavior. Thus, ignoring by the teacher will not result in extinction conditions nor the withholding of all reinforcement. Similarly, ignoring the student will often help the student achieve escape, because demands usually cease if the student is being ignored. *If the teacher ignores the behavior or student, the classroom disruption will get worse*.
- *Avoid reprimanding, lecturing, or redirecting the student if the function of the behavior is to gain attention*, because such acts result in providing the student with attention.
- *Avoid overreacting*. A student, or an adult, may slip at times.

DO'S

A number of interventions have been found to be effective, depending on the function that the behavior serves. These include the following:

- Request students to participate in finding the cause of swearing by asking them why students swear. This can be done in a class discussion or as a writing assignment. Include in the discussion the possibility of a limited vocabulary, in addition to seeking attention or escape.
- State that swearing is not accepted in the classroom and discuss why. Also discuss when swearing might be considered appropriate with the help of the students.
- Brainstorm with the class appropriate alternatives to swearing.
- Use humor to defuse potential, escalating situations. (See Rockwell, 1995, for illustrations.)
- Teach alternative ways to communicate frustration.
- Reinforce the use of appropriate words.
- Identify and remove triggers.
- Involve the class in a reinforcement program in which the class earns reinforcement for the absence of swearing (or perhaps, initially, for

lower rates of swearing). This will prevent the reinforcement of peer attention because the peers will pressure the student to stop swearing to earn the reinforcement. If the student should swear, and the class is successful in ignoring the behavior, the class can still receive its reinforcement. If the behavior is being maintained by attention, it is important that the teacher and peers withhold their attention.

Summary and Discussion

When working with an aggressive student, a determination must be made as to what triggers the behavior and what function(s) the aggression serves. Is the student engaging in aggression in response to aversive factors within the environment? Is there a lack of appropriate social skills? Does the student engage in a chain of behaviors that escalates to aggression? The selected intervention strategy should be based on answers to such questions if it is going to be effective.

Two commonly used punitive procedures to deal with students' aggressive behaviors were introduced—time-out and the use of penalties or fines. These are procedures that must be used with caution, and they must be paired with constructive alternatives to maximize their effectiveness in reducing the selected aggressive behavior. These procedures were followed by discussions of how to prevent and reduce bullying, noncompliance, and profanity. For additional strategies that can be used with aggressive students, see the Resources listed at the end of the chapter.

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Resources

Canter, L., and K. Petersen. 1995. *Teaching students to get along: Reducing conflict and increasing cooperation in K-6 classrooms*. Santa Monica, Calif.: Lee Canter & Associates.

Chapter 7 addresses "Standing Up to Bullying Behavior." At the end of the chapter are classroom lessons for students on "Identifying Bullying Behavior," and "Responding to Bullying Behavior."

Garrity, C., K. Jens, W. Porter, N. Sager, and C. Short-Comilli. 1994. *Bully-proofing your school*. Longmont, Colo.: Sopris West.

Key elements of this program include conflict resolution training for all staff members, social skills building for victims, positive leadership skills training for bullies, intervention techniques for those who neither bully nor are bullied, and the presence of parental support.

Goldstein, A. P., J. Palumbo, S. Streipling, and A. Voutsinas. 1995. *Break it up: A teacher's guide to managing student aggression.* Champaign, Ill.: Research Press.

This book outlines physical intervention techniques that can be used to break up fights as well as defuse aggressive incidents. It also offers teachers ideas on how to prevent classroom aggression. This is a practical manual written for teachers and includes narratives written by teachers describing aggressive incidents that have occurred in their classrooms.

Greenbaum, S., B. Turner, and R. D. Stephens. 1988. *Get straight on bullies*. Malibu, Calif.: National School Safety Center.

The authors provide a student survey on bullies that will help provide a clear picture of the extent of the problem in a class or school and the characteristics of the students involved.

Hall, V. H., and M. L. Hall. 1998. *How to use time-out*. Austin, Tex.: Pro-Ed.

A small practical booklet in which the title is self-explanatory.

Huggins, P. 1993. *The ASSIST program: Helping kids handle anger*. Longmont, Colo.: Sopris West.

The ASSIST program is designed for the classroom teacher. It contains 15 lessons for students in both primary and secondary grades in handling anger appropriately. The lessons are fun for kids and address recognizing feelings, self-talk, problem solving, communicating anger, and put-downs. The manual includes sentence starters teachers can use to promote discussion, weekly class agendas, rules for lesson discussions, finger puppet cutouts, art and writing activities, and posters to display in the classroom.

Johnson Institute. 1996. *The no-bullying program: Preventing bully/victim violence at school.* Minneapolis, Minn.: Johnson Institute.

This program pinpoints the "tell or tattle" dilemma facing many victims of bullying. Teachers are given step-by-step guidelines on how to teach students the difference between telling and tattling. Teachers also are shown how to establish and use immediate consequences when dealing with bullies.

National School Safety Center. 4165 Thousand Oaks Boulevard, Suite 290, Westlake Village, CA 91362. 805-373-9977. Fax: 805-373-9277.

This resource can provide conflict resolution consultation and training resources plus other services related to school safety.

Rockwell, S. 1995. *Back off, cool down, try again: Teaching students how to control aggressive behavior*. Reston, Va.: The Council for Exceptional Children.

This book offers teachers a look at methods of teaching interpersonal skills within a classroom as well as strategies that help de-escalate emotionally charged situations. This resource provides sample lesson plans, behavior management forms, suggestions for classroom reinforcers, and a step-by-step guide to teaching social skills in the classroom.

Sharp, S., and S. K. Smith. 1994. *Tackling bullying in your school: A practical handbook for teachers*. New York: Routledge.

This book is designed for teachers to use in their classrooms but includes whole-school interventions as well. Included is a survey to be used in the classroom to identify the extent of the problem and identify bullies and victims. Tips are provided for developing your own survey. Curriculum ideas are included as well as scripts to use when meeting with a bully and a victim after an incident of bullying. This is a handy resource for teachers interested in implementing class meetings and curriculum interventions to deal with the problem of bullying.

Sjostrom, L., and N. Stein. 1996. *Bullyproof: A teacher's guide on teasing and bullying for use with fourth and fifth grade students*. Wellesley, Mass.: Wellesley College Center for Research on Women and the NEA professional library.

This book offers 11 lessons to be taught in the classroom on the subject of bullying. Included are writing activities, reading assignments, class discussions, role plays, and homework assignments.

Sulzer-Azaroff, B., and G. R. Mayer. 1991. *Behavior analysis for lasting change*. Fort Worth, Tex.: Harcourt Brace Jovanovich Publishers.

This text reviews reductive procedures as they apply to the classroom, agencies, and home.

Sulzer-Azaroff, B., and G. R. Mayer. 1994. *Achieving educational excellence: Behavior analysis for achieving classroom and schoolwide behavior change: 3*. San Marcos, Calif.: Western Image.

This book reviews a variety of programs, including strategies for preventing and reducing vandalism, as they apply to the classroom and school.

Thidadeau, S. F. 1998. *How to use response cost*. Austin, Tex.: Pro-Ed.

The title of this small practical booklet is self-explanatory.

U.S. Office of Education. 1998 (August). *Early warning, timely response: A guide to safe schools.*

This guide can help teachers, parents, principals, and school district leaders prevent violence in schools. It tells school communities what to look for and what to do to prevent violence, when to intervene and get help for troubled children, and how to respond when violent situations occur. The guide is available by calling 1-877-4ED-PUBS, or it also is on-line at: *http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html*

CHAPTER 10

OTHER PROBLEM BEHAVIORS

The more strategies and techniques that a teacher has to address problem behavior, the more successful that teacher is likely to be with a variety of students. This chapter addresses attendance problems (being tardy, truant, cutting class, and leaving the school grounds without permission); honesty and lying; inattention (including attention deficit hyperactivity disorder); various problem behaviors organized in an easy reference chart; and substance abuse problems so that the teacher can recognize the symptoms and take appropriate action.

Attendance Problems

The first step in addressing a student's attendance problems is to do a behavioral assessment (see Chapter 8). Many but not all attendance problems are escape reactions to an unsatisfying school environment. Factors that contribute to unsatisfying school environments include excessive use of punishment, unclear rules and policies, assignments that are too difficult for the student (or a skill deficit), the presence of gangs and weapons on campus, bullying, poor school spirit, vandalism, lack of appropriate social skills in how to interact with teachers and peers, and high faculty absenteeism. Anything that can be done to identify and then minimize or eliminate the factors that are contributing to a particular student's attendance problems can help reduce attendance problems.

Sometimes, rather than being a result of negative experiences in school, attendance problems are a result of familial or peer pressures. For example, the student may be required to stay home and help baby-sit or do things with a parent. At other times the student might choose to get together with some friends or gang members to "hang out together," smoke, do drugs, steal, shop, and so forth. In any event a determination needs to be made as to the reason(s) for the problem before an effective intervention can be designed.

This section describes strategies that can be used for preventing and reducing several attendance problems: being tardy, cutting class, leaving the school grounds without permission, and truancy.

Being Tardy

Being late to class is a common problem. Usually, though, it is a problem that can be remedied fairly easily. The following activities have been used to help reduce tardies:

- Greet the students at the door.
- Quickly get students involved in a preferred activity.
- Erase one tardy mark in record book after five consecutive days of on-time attendance and praise and recognize on-time attendance.
- Post a chart in the classroom that displays the points earned by each student for being on time. Students can self-record a point each time they arrive to class on time. Points go toward special reinforcers (see Chapter 3).
- Write an answer or two to an upcoming quiz or homework assignment on the board before the beginning of the period, erasing it when the tardy bell rings.
- Send letters home informing parents that their child has been tardy regularly and send letters home commending demonstrated improvement. (See sample note home to parents in Figure 10.1.)
- Award a field trip to the class that has the best record of punctuality for two weeks.
- Award all students who are punctual nine times out of ten with a free ticket to the school dance, movie, and so forth.
- Award all students who have perfect on-time attendance for two weeks with an activity in a special room during that period; e.g., film showing, a talent show, a fashion show or sewing project by the home economics classes, and so forth.
- Congratulate winners in a weekly bulletin and call and congratulate parents.

Figure 10.1

A SAMPLE LETTER TO PARENTS FOR IMPROVED ATTENDANCE*

Dear Parents,

I am happy to inform you that your son/daughter, _____,
has been on time to ___ period for ___ days in a row. This is marked improvement.
I anticipate that he/she will experience greater success in class as a result. Thank you for
working together with your child and the school to achieve and maintain improved attendance.

Sincerely,

Teacher

*Adopted from Sulzer-Azaroff and Mayer, 1994.

Cutting Class, Leaving Grounds Without Permission, Truancy

Cutting class, leaving the school grounds without permission, and truancy are indicators that the student is at risk and needs help. These behaviors probably occur much more frequently than school records indicate. One reason for this situation is that some students have learned to "beat the system" and are able to cut class, and sometimes school, without being discovered. These methods include (Gonzales, 1987, p. 38):

- Coming to school late, picking up late card, then not reporting to class. Pupils will not be on the absent list.
- Stating that teachers, administrators, or office staff detained them on the way to class.
- Reporting to the office without a pass during passing periods and not notifying secretaries. Such pupils often wait one or two periods without letting anyone know they are there.
- Stating they have a counseling appointment.
- Going to the nurse without a pass. Often there is no real problem.
- Stating that they have music lessons, band, or stage crew.
- Encouraging pupils taking roll to declare them present, especially with substitutes.
- Taking advantage of substitutes not familiar with routine.
- Getting sent to the office with referral, then not showing up.
- Claiming they are pupil aides.
- Leaving classes to go to lockers or bathroom without permission slips.

Interventions

By helping to close some of the preceding loopholes that allow students to cut class, you can help prevent subsequent absenteeism problems. Some of these methods also can be stopped if attendance is taken every period. Additional strategies include:

- Schedule an interview as soon as possible with students who have been truant or cut class more than once and start a functional assessment (see Chapter 8).
- Involve parents. If families and schools are to work together on attendance problems, there must be mutual trust and communication. The program that the school and family jointly work out for the student may include intensive monitoring, counseling, and/or various family services, including parent training.
- Communicate frequently with parents to inform them of the progress. Phone calls and daily report cards (see Chapter 3) are helpful means of communication.
- Implement a peer tutoring or mentoring program to help the student develop friendships in the classroom and obtain assistance with academic skills. If your school has a peer helping program, discuss referring the student.
- Involve the student in extracurricular activities and or clubs on campus.
- Avoid punishing the student when she or he returns to school. Punishment can increase the aversive nature of the school environment and might further the absenteeism problems.
- Communicate that the student is welcomed back!
- Consider using daily report cards (see Chapter 3) or a behavioral contract (see Chapter 7).
- Reinforce the student's *improvement* in attendance by issuing award certificates, calling home to compliment parents, and providing access to special reinforcers.
- Consider establishing a reentry program for chronically truant students. This is a special class set up to provide students who have been chronically truant with intensive instruction in the subject areas in need of remediation, to help them catch up to their classmates, and to assist them in learning needed social skills for interacting with teachers and peers.

Honesty and Lying

Description

There are different types of lying. Some lies are considered socially acceptable by many people, such as "telling a lie to make someone else feel good about themselves, embellishing a funny story, or excluding information in order to protect some-

one from harm" (Godber, 1998). Excessive lying, particularly when it lacks a pro-social motive, needs to be addressed. Lies erode trust, and people tend not to maintain social relationships, or friendships, with those they cannot trust. In addition, "adolescents who have had the chance to develop into 'masters of deception' tend to put themselves at greater risk for potentially harmful activities" (Godber, 1998).

For youngsters in many situations, lying receives reinforcement, usually through escape or avoidance and sometimes by achieving access to some desired item or activity or by obtaining attention. As Stokes and Osnes (1991) point out: "All too often, a child or adolescent is taught that there are payoffs for lying and cheating, and some of those rewards are so powerful that the child may develop a history of reinforced deviance" (p. 617). In other words, honesty or lying occurs as a result of the models the student has observed and particularly the consequences that the student has experienced.

Interventions

To increase honesty and decrease lying:

- Identify the reinforcers that support honesty and lying by doing a functional assessment (see Chapter 8).
- Identify situations in which *correspondence* can be determined between what the student and others have done and what the student reports that they have done (do/say correspondence). Similarly, identify situations in which the student says or promises that she or he will do something and actually does it (say/do correspondence). The truthfulness of student reports will need to be monitored.
- Use the identified reinforcers to reinforce correspondence between what a student says or promises and then does (say/do) and between how honestly a student reports what he observed or did (do/say). In other words, if a student says he will try to pay attention and does, reinforce the correspondence. If a student does pay attention and informs you that he or she did, reinforce. *Reinforce only when there is say/do or do/say correspondence*. Do not reinforce when correspondence cannot be identified or lying is suspected.
- Reinforce both types of correspondence. If the objective is to teach students to do what they promise and to report honestly about what they did, then both types of correspondence will need to be reinforced. Teaching one type of correspondence does not usually result in the other occurring. Thus, if a student says she will play with a particular friend and does, reinforce the promised deed. If the student said she played with a particular friend and she did, reinforce the honest statement.
- Use modeling by reinforcing a model's honest reporting during sharing.
- Discuss with the class why it is important to tell the truth and not lie. Be sure to solicit reasons from the students. Discuss the social consequences of lying and how easy lying can destroy trust. This activity is important but must be paired with reinforcement of correspondence between say/do and do/say as described above to be effective. In other words, students must not only hear but also experience the rationale or reasons given for the behavior.
- Train many instances of correspondence under many circumstances.
- Implement maintenance, as with any behavior that has become proficient, by gradually thinning or reducing the extrinsic reinforcers, modeling illustrations, and other reminders. Once correspondence is well established, reinforcement can be provided for statements of what will occur and what has happened without always needing evidence of correspondence.
- Avoid using threats of punishment when the probability of detection is small and the outcome or payoff for the student is large, because they do not work to reduce lying (Miller, 1987).

Correspondence training also can be used to help students learn to evaluate their own school work. Many students appear to not comprehend the criteria their teachers use to evaluate their school work and as a result, continue to repeat errors. Reinforce for close or appropriate matches between the student's evaluation of his or her paper and the teacher's evaluation of the same paper. A similar strategy can be used to obtain greater accuracy or honesty when students are asked to grade their own work (i.e., rescore their papers from time to time to

check their scoring—initially very frequently—adding points for truthful grading and taking away points for cheating).

Inattention and ADHD

Description

The most severe form of inattention is called *attention deficit hyperactivity disorder* (ADHD). Though most inattention problems interfere with social relationships and academic achievement, ADHD students also often demonstrate learning difficulties, noncompliance, and physical aggression. ADHD is extremely common, affecting approximately 4 to 12 percent of all students, and the vast majority are educated in the regular classroom. Characteristics of ADHD students include:

- Fidgeting
- Squirming in seat
- Frequently leaving seat
- Easily distractible
- Difficulty awaiting turn
- Blurting out answers before question is completed
- Failing to complete or persist on tasks
- Talking excessively
- Interrupting often
- Appearing not to listen to what is being said to him or her
- Losing things often that are necessary for tasks or activities (pencil, book, assignment, completed work)
- Acting impulsively

Diagnosis of ADHD by psychologists and physicians is most frequently based on observations, history, and behavior reports from people who know the student well. The teacher's observations are very important. ADHD is diagnosed approximately six times as often in boys as it is in girls (Ross and Ross, 1982). The primary cause appears to be biological factors; e.g., neurological and genetic. In fact, a recent article in *The New England Journal of Medicine* (Zametkin and Ernst, 1999) points out that investigations using magnetic resonance imaging (MRI) have shown significant differences in brain structure between healthy controls and individuals with ADHD. Antecedents and consequences, while not important etiologically, also directly affect the severity of the levels of inattention and hyperactivity demonstrated by the student.

There is no known cure for ADHD and there is no single intervention method (e.g., stimulant medication) that "is sufficient in providing short- or long-term relief to ADHD children" (DuPaul and others, 1991). However, general education classroom accommodation plans are required by Section 504 of the Vocational and Rehabilitation Act of 1973 and the Individual with Disabilities Education Act (IDEA) of 1997 to ensure that children with ADHD are provided free and appropriate education.

The primary interventions that have documented effectiveness in enhancing student performance include psychotropic medications (e.g., central nervous system stimulants), behavior analysis, and their combination. However, because psychotropic medications are intrusive and can have negative side effects, it is best to do a functional assessment and try appropriate behavioral interventions prior to considering suggesting medical treatment.

Behavioral interventions have been shown to be very effective in treating ADHD. In fact, Zametkin and Ernst (1999) point out: "In our experience, the most common cause of the failure of patients with ADHD to respond to behavioral approaches such as positive reinforcement, loss privileges, and time-out is incorrect implementation."

There are two reasons for conducting a functional assessment: the student may not have ADHD (many students appear to be misdiagnosed with ADHD because they demonstrate similar characteristics when they have a history of trying to escape from aversive situations in the classroom); or if the student does have ADHD, it may be possible that the behavioral interventions alone may resolve the problem sufficiently. Below we present interventions that teachers can try that have been shown effective in ameliorating the behavioral problems for many students diagnosed with ADHD and related inattention problems.

Interventions

DuPaul and others (1991), Bohlmeyer and others (1998), and Yehle and Wambold (1998) list several guidelines that apply to most any program that

might be designed for working with a child with ADHD. These include:

- Conduct a behavioral assessment to guide the selection of the intervention components (see Chapter 8).
- Arrange the physical environment to minimize distractions. Seat the student near front of classroom in low-traffic area. Shut the classroom door to minimize auditory distractions. Allow the student to get up and move around when appropriate.
- Establish and clearly communicate clear classroom rules (see Chapter 2).
- Provide frequent, specific feedback to optimize their performance. Children with ADHD appear to require more frequent and specific feedback than others do.
- Keep instructions simple, no more than a few steps at a time. Have the student repeat them back to ensure that they have been understood. Break long tasks into smaller units so as not to overburden the child's attentional abilities. Teach students to divide assignments themselves into smaller tasks. Gradually increase the length of the units as the student demonstrates that he or she can do the work.
- Focus goals and reinforcement on task completion and accuracy rather than on staying in seat or paying attention. This not only allows for easier monitoring, but the tasks become the prompts to do the work, not just the presence of the teacher.
- Give them tasks that permit them to move around. Set a timer for a short period of time and challenge the student to increase the amount of work completed in the time selected and to increase the amount of time he or she can work.
- Use a variety of reinforcers that the student can choose among to prevent boredom or satiation.
- Discuss or review the reinforcers that the student can select among before beginning the activity.

Specific programs that have been effective include the basic ones described in chapters 3 and 4. In addition, social skills training (Chapter 5), instructional strategies (Chapter 6), and behavioral contracts or school-home contingencies (Chapter 7) are sometimes needed. However, the strategies and accommodations that are effective for one student may be completely different for another. Therefore, pick and choose from a variety of strategies and accommodations to meet the student's individual needs. In other words, base selected strategies on a behavioral assessment. Consulting with a school psychologist, counselor, or nurse is generally advised.

Various Problem Behaviors

Dawson and Guare (1998) have presented a table that suggests a number of interventions for a variety of behavioral difficulties for adolescents, although many of the suggestions apply to elementary school students as well. However, as with any recommendations, they may or may not apply to a particular student. Their relevance will have to be determined by the situation, the student's learning history, the skills of the teacher, and the findings from a behavioral assessment. Keep these facts in mind when reviewing Table 10.1. Also, Chapter 4 contains many simple-to-implement programs that have been shown to be effective in reducing various disruptive and other problem behaviors in the classroom. Finally, whenever possible, ask students (and parents) to suggest interventions for specific areas of difficulty.

Table 10.1

POSSIBLE INTERVENTIONS FOR VARIOUS BEHAVIORAL DIFFICULTIES

Areas of difficulty	Possible interventions
Organization	
Does not do homework	Incentive system Supervised study hall Alternative homework assignments Self-designed homework After-school homework sessions in school
Loses homework/possessions	Daily check-ins (home/school); monitoring system Organizational aids (checklist/reminders/routines) Targeted incentive system
Does not come to class prepared	Case manager or other monitoring system Spare materials in class that students can borrow or rent
Messy work	Computer access Specify clear criteria; have student redo if work does not meet criteria Incentive system Modify expectations (prioritize)
Planning	
Prioritizing Breaking down tasks Setting goals Planning steps Time management	Students with attention disorders need assistance in these areas and cannot be expected to perform these skills without adequate instruction and practice. This could occur in planning periods built into the student's day. Instruction may follow a sequence such as: (1) define skills to be learned; (2) model skill; (3) have student engage in verbal rehearsal; (4) guided practice; (5) independent practice with follow-up. A second option is the use of a coach (described in Hallowell and Ratey [1994] *Driven to Distraction*).
Remembering	
Handing in assignments	Case manager to monitor Home/school daily check-in Incentive system
Knowing when things are due	Case manager to monitor Home/school daily check-in Incentive system
Bringing materials to/from school	Case manager to monitor Home/school daily check-in Incentive system
Math facts/other rote memory tasks	Memory aids Allow use of calculators Reduce demands/expectations
Sequence of steps to follow (e.g., math)	Construct personalized instructional manual with templates, directions, examples of problems, models, and so forth.

Table 10.1

POSSIBLE INTERVENTIONS FOR VARIOUS BEHAVIORAL DIFFICULTIES (continued)

Areas of difficulty	Possible interventions
Following Directions	
Verbal	Provide study partner Repeat directions individually
Written	Check in with student; clarify as necessary Highlight directions for student; have student highlight
Written Production	
Poor fine-motor skills/motor impersistence	Allow to dictate written responses Allow the use of tape recorders Access to computers for writing assignments Reduce writing requirements
Discrepancy between thinking/ writing speed	Access to computers/recorders Opportunity to respond orally
Difficulty organizing thoughts	Assistance with prewriting activities (e.g., brainstorming, mind mapping, outlining) Jotting down ideas; rearranging to outline
Problems with initiation/word retrieval	Brainstorming vocabulary, key concepts Help getting started Close-ended writing tasks
Proofreading problems	Use spellcheck Have another student/adult proofread Use proofreading checklist to cue for specific errors
Problems with Test-Taking	
Careless mistakes	Allow test retakes Supervise checking work
Cannot finish within time limits	Allow extra time Break testing into several sessions
Writing problems	Oral exams Short answer/multiple choice vs. essay Reduce demands/allow extra time
Distracted during testing	Let student take test in quiet room
Anxiety	Teach test-taking strategies Teach relaxation strategies Test student away from other students
Difficulties with retrieval	Multiple-choice tests Open book tests Provide sample items/templates Cues to aid retrieval during test Teach test-taking strategies

Table 10.1

POSSIBLE INTERVENTIONS FOR VARIOUS BEHAVIORAL DIFFICULTIES (continued)

Areas of difficulty	Possible interventions
Social Skills	
Impulsive	Consider the following for all social skills problems: Incentive systems
Disruptive	Negotiated behavior contract Match student with teacher
Apathetic	High rate of personalized positive feedback Alternative curriculum
Discouraged	Credit for out-of-school learning Work-study programs
Depressed	Hands-on learning
Cognitive Style	
Fast and sloppy	Assign shorter tasks with criterion for accuracy Teach self-evaluation/goal-setting regarding accuracy or quantity
Problems with initiation	Assign close-ended tasks Provide templates Help student get started (e.g., walk through first few times/brainstorm ideas, and so forth) Assign study partner Use cooperative learning Assign shorter task or divide task Obtain verbal commitments (e.g., regarding start times)
Low frustration tolerance	Modify assignments Ensure high rate of success Frequent reinforcement Provide individual help Self-designed assignments (brainstorm ideas)
Processing speed or simultaneous processing problems (e.g., cannot listen and take notes)	Provide individual help Tape lecture Provide note-takers or access to teacher's notes Present material in organized, sequential fashion Reduce assignments or allow extra time
Craves novelty or hates repetition	Avoid lecture-style classes Avoid classes with heavy rote learning or worksheet requirements Computers/technology Use cooperative learning Use hands-on learning or discussion format Self-designed assignments Individualized work contracts Assign to high-energy teachers Avoid needless repetition Build in breaks or opportunities to move around Vary formats within and across class periods

Substance Abuse

Most everyone is concerned with drug and alcohol abuse by youngters. Drug and alcohol abuse interferes not only with academic performance and social behavior but also with later-life adjustment. Yet, many of our youngsters are engaging in substance abuse. A comprehensive national survey conducted during 1996 on drug abuse in America by the U. S. Department of Health and Human Services reported that 54 percent of our high school seniors and 29 percent of our eighth graders have used an illicit drug at least once in their life. Similarly, about 80 percent of the seniors and over 50 percent of our eighth graders report having used alcohol (taken from a survey conducted by the Partnership for a Drug-Free America, New York, N.Y., 1998).

The California Safe Schools Assessment reported over 20,000 instances of drug and alcohol offenses in California's public schools during 1997-98 (California Department of Education, 1999). Regarding factors that contribute to violence against students, three in five teens blame drugs (Leitman, Binns, and Duffett, 1995). One in three high achievers believe drugs and alcohol are the most serious problems facing their high schools (Arnette and Walsleben, 1998). What can teachers do to help prevent and reduce drug and alcohol abuse?

- Initiate various drug and alcohol educational programs into the class.
- Become aware of the warning signs, indicators, or effects of drug usage.
- Discover local resources to refer students and their families.

Warning Signs

Look for the following in the *emotional/mental area*: a personality change that usually includes a change in mood; irresponsible, silly, and giggly behavior for no reason; uncooperative behavior; lowered self-esteem; carelessness about appearance and hygiene; general lack of interest even in previous hobbies and favorite sports; and depression. The student may take drugs or drink to relax or handle problems but tries to hide the fact. Also, many frequently report forgetting what happened while drinking or using drugs. In the *physical area* there can be lasting fatigue, repeated health complaints, red and dull eyes, and a steady cough. In the *social area* the student begins having problems in relationships (conflicts at home and old friends dropped), steals or commits other possibly illegal acts to obtain drugs, and spends time only with friends who drink or do drugs. Other signs include a drop in grades and an increase in absences and problems with discipline. Also, *be alert to drug paraphernalia:* rolling papers, small medicine bottles, eye drops, pipes, butane lighters, and small baggies.

Addressing Warning Signs

Curwin and Mendler (1988) provide the following suggestions for consideration when substance abuse is suspected:

- Do not accept excuses. Demand that all work be done properly and on time.
- Be sensitive. Offer suggestions for dealing with tension and pressure and listen carefully to the student's feelings.
- Offer opportunities to discuss his or her needs. Point out changes in observable behavior. This will often communicate to the student that the secret is out.
- Offer choices and state consequences but keep demands related to classroom performance, not substance abuse.
- Set limits that describe behavior.
- Confer with other teachers, the school nurse, and counselor or psychologist about the student.
- Contact parents to share concerns regarding achievement, behavior, and symptoms. Inform them of services offered by the school and offer them a referral to someone who might help.

Effects of Alcohol

Indicators of the use of alcohol ("booze" or "juice") or its effects include: disinhibitions, dizziness, excessive talkativeness, and slowed responses. Low to moderate doses of alcohol can increase aggressive and uncontrolled behavior. Hangovers are another possible effect. Alcohol is a depressant.

Effects of Drug Use

The more common drugs are reviewed briefly in tables 10.2 through 10.4 (National Institute on Drug Abuse, 1995; Sacramento Police Department, 1998).

Table 10.2

HALLUCINOGENIC DRUGS* AND THEIR EFFECTS

Drug	How taken	Behavioral indicators (effects)
Marijuana (pot, grass, weed)	Smoked in cigarette or water pipe; eaten	Dizzy; trouble walking; appear silly and giggly for no apparent reason; very red, bloodshot eyes; increased heart rate; dryness in mouth and throat; altered perceptions; reduced coordination and concentration; difficulty remembering things that just happened; impaired reaction time; distortion of time and distance
LSD (acid)	Swallowed; injected; absorbed by placing on tongue	Unpredictability; increased pulse rate and blood pressure; chills; nausea; irregular breathing; sensory hallucinations; paranoia; violent and bizarre behavior; disorientation as to time, place, companions; flashbacks
Mescaline (peyote) and **Psilocybin** (magic mushrooms)	Taken orally	Same as above

*Drugs that bring about distortions in physical senses and mental reactions.

Table 10.3

STIMULANT DRUGS* AND THEIR EFFECTS

Drug	How taken	Behavioral indicators (effects)
Amphetamines (pep pills, speed, bennies, dexies, uppers)	Swallowed; sniffed; injected	Excitability; hyperactivity; irritability; anxiety; loss of appetite; depression
Methamphetamines (crank, speed, mesh)	Inhaled; injected	Stimulation; agitation; energy; confusion; weight loss; acne-like symptoms; can lead to paranoia and thought disorders; bizarre behavior and hallucinations
Ice (crystal mesh, crystal, L. A. ice)	Crystal is heated in pipe; smoke is inhaled	Loss of appetite; intensive, depressive episodes; possible convulsions; insomnia
Cocaine (coke, flake, toot, nose candy, blow, lines, rails)	Sniffed; swallowed; injected into veins; or smoked in "free-base" form	Euphoria; paranoia; irritability; mental confusion; loss of motivation
Crack (hubba, superwhite, cloud 9, serpico)	Rocks of free-base cocaine which are smoked	Euphoria; irritability; insomnia; paranoia

*Drugs that speed up the central nervous system.

Table 10.4
DEPRESSANTS, NARCOTICS, AND DESIGNER DRUGS

Drug	How taken	Behavioral indicators (effects)
Methaqualone (Quaalude™, ludes, soaper) Depressant	Swallowed as pills	Faulty judgment; drowsiness; convulsions
Inhalants (gasoline, spray paints, rubber cements, solvents, correction fluid, nail polish remover) Depressant	Inhaled	Headaches; runny nose and nosebleeds; nausea; loss of memory; loss of appetite; loss of coordination; altered perceptions; mood swings
Heroin (smack, white stuff, hard stuff) A narcotid	White; off-white; brown powder chemically synthesized from poppy, which may be cooked into a solution and then injected (also taken orally or sniffed)	Restlessness; nausea; vomiting; highly addictive; mental and physical deterioration; withdrawal; causes symptoms that resemble influenza
MDMA (Ecstasy™) A designer drug that is a hallucinogenic amphetamine	Swallowed as pills	Nausea; muscle tension; blurred vision; unpredictability; paranoia

Referral Sources

Families Anonymous
P.O. Box 3475
Culver City, CA 90231
(800-736-9805)

Narcotics Anonymous (NA)
World Service Office
P.O. Box 9999
Van Nuys, CA 91409
(818-773-9999)

Cocaine Anonymous World Service Office
3740 Overland Ave., Suite C
Los Angeles, CA 90034
(800-347-8998)

Just Say NO International
1777 No. California Blvd.
Suite 210
Walnut Creek, CA 94596
(800-258-2766)

Marijuana Anonymous
World Services
P.O. Box 2912
Van Nuys, CA 91404
(800-766-6779)

National Council on Alcoholism and
Drug Dependence
12 West 21st St., 7th Floor
New York, NY 10010
(800-NCA CALL)

Nar-Anon Family Groups
P. O. Box 2562
Palos Verdes Peninsula, CA 90274
(310-547-5800)

National Drug and Alcohol Treatment and
Referral Service
(800-662-HELP)

Summary and Discussion

This chapter presented a potpourri of techniques and strategies for dealing with various problem behaviors in the classroom. Even so, not every situation that a teacher will encounter has been addressed. However, this resource guide provides strategies on how to approach a problem, recognizing that no one intervention for a problem behavior will work for all students.

As discussed previously, it is not the behavior that is the important determinant as to what intervention or technique the teacher uses. The teacher must address the function that the behavior serves and the factors in the environment that trigger the behavior. Thus, different behaviors might be addressed by the same technique, while the same behaviors among different students might require different techniques. Individual differences must always be addressed, and this resource guide on student discipline has provided the tools to address individual differences.

Strategies to address classroom problem behaviors are selected based on why the behavior is occurring. The emphasis is on teaching students how to behave rather than on how not to behave: a constructive, rather than punitive, approach to student discipline. Thus, the emphasis moves from a reliance on suspensions, expulsions, and punishment to prevention. We hope this resource guide makes the challenging task of teaching more enjoyable and easier.

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Godber, Y. 1998. Lying: A handout for parents and teachers. In *Helping children at home and school: Handouts from our school psychologist.* Edited by A. S. Canter and S. A. Carroll. Bethesda, Md.: The National Association of School Psychologists.

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Resources

Attention-Deficit Hyperactivity Disorder: *www.mentalhealth.com/dis/p20-ch01.html* And C.H.A.D.D.: *www.chadd.org/*

These Internet resources provide additional information on ADHD or ADD.

Gonzales, L. D. 1987. *The prevention of truancy: Programs and strategies that address the problems of truancy and dropouts*. Downey, Calif.: Los Angeles County Office of Education.

This manual contains successful programs currently in effect with schoolwide and classroom-level interventions. It also provides information on warning signs of dropouts.

Helping children at home and school: Handouts from your school psychologist. 1998. Edited by A. S. Canter and S. A. Carroll. Bethesda, Md.: National Association of School Psychologists.

This resource contains 181 reproducible handouts for parents and teachers on behavior problems and solutions, cultures and life-styles, home-school connections, family activities, instructional and curriculum issues, and so forth.

Mayer, G. R., T. Butterworth, H. L. Spaulding, P. Hollingsworth, M. Amorim, C. Caldwell-McElroy, M. Nafpaktitis, and X. Perez-Osorio. 1983. *Constructive discipline: Building a climate for learning.* A resource manual of programs and strategies. Downey, Calif.: Office of the Los Angeles County Superintendent of Schools.

This manual contains many programs developed by teachers for teachers. There are chapters on students reinforcing students, individual student programs, improving classroom performance, managing classroom behavior, social skills training, attendance, and vandalism deterrents. Each chapter contains about 10 to 20 distinct programs similar in format to those contained in Chapter 4.

Sulzer-Azaroff, B., and G. R. Mayer. 1994. *Achieving educational excellence: Behavior analysis for classroom and schoolwide behavior change: 3*. San Marcos, Calif.: Western Image.

This book contains the following comprehensive topics: improving social skills, improving attendance among students and staff, reducing school violence and vandalism, improving conduct outside the classroom (on the bus, in the lunchroom, in the lavatory, and on the playground), and staff development strategies.

U.S. Office of Education. 1998. Growing Up Drug-Free: *A parent's guide to prevention.* Found at: *http://www.ed.gov/offices/OESE/SDFS/parents_guide/*

This booklet includes suggestions on (1) talking with your child effectively; (2) what to do if you think your child might be using drugs; (3) how to teach your child about drugs; and (4) where to get information and help, and more.

Videotapes

Barkley, R. *ADHD*. New York: The Guilford Press.

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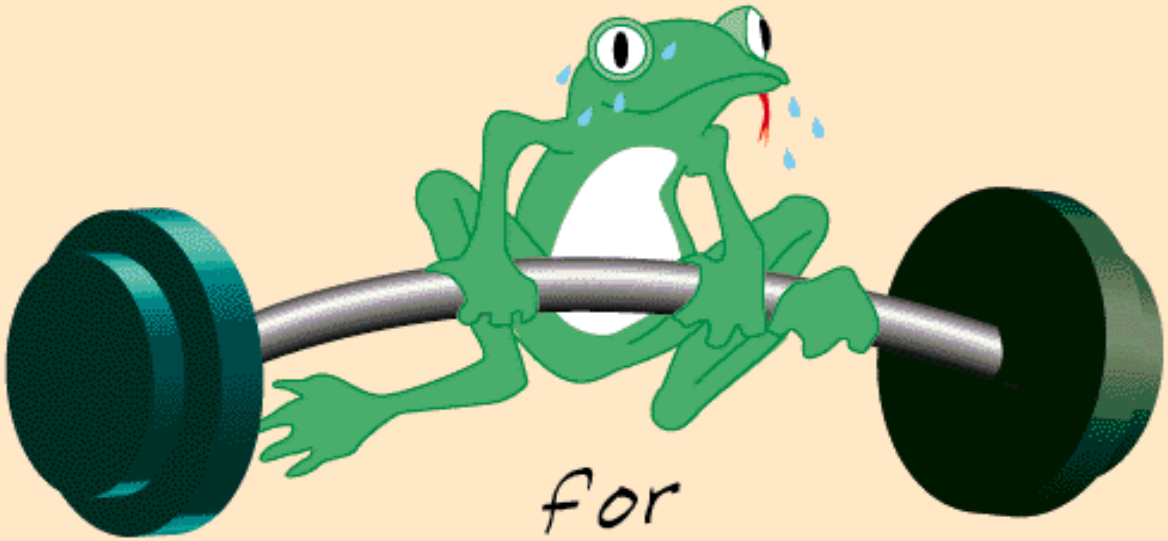
APPENDIX A

CERTIFICATES AND AWARDS


Stand Above
the Rest Award
Teacher
Date

This certificate is presented to



for

Jumping to the Challenge

Teacher

Date

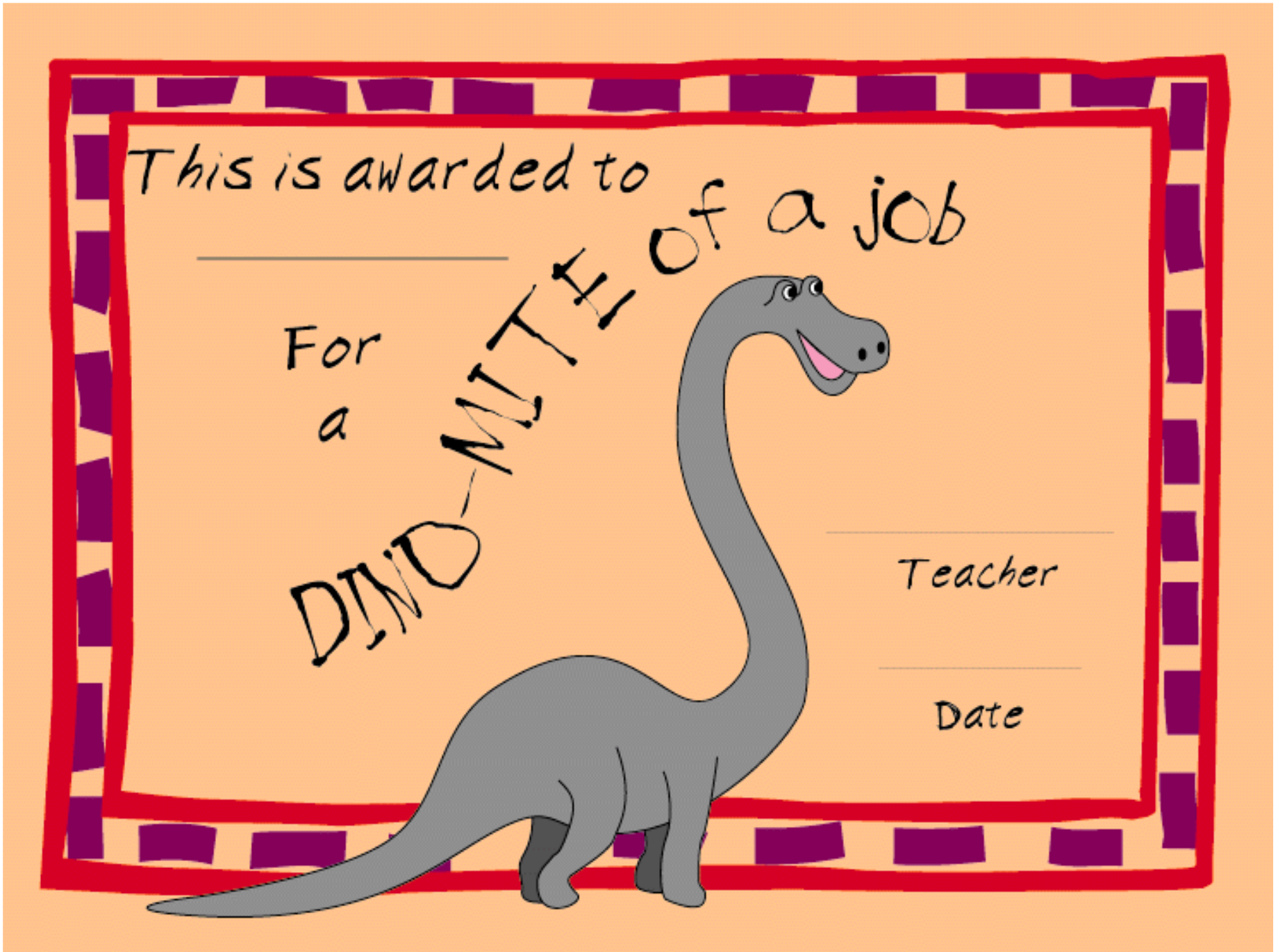
This is awarded to

_____

For
a Job Well Done
in

_____

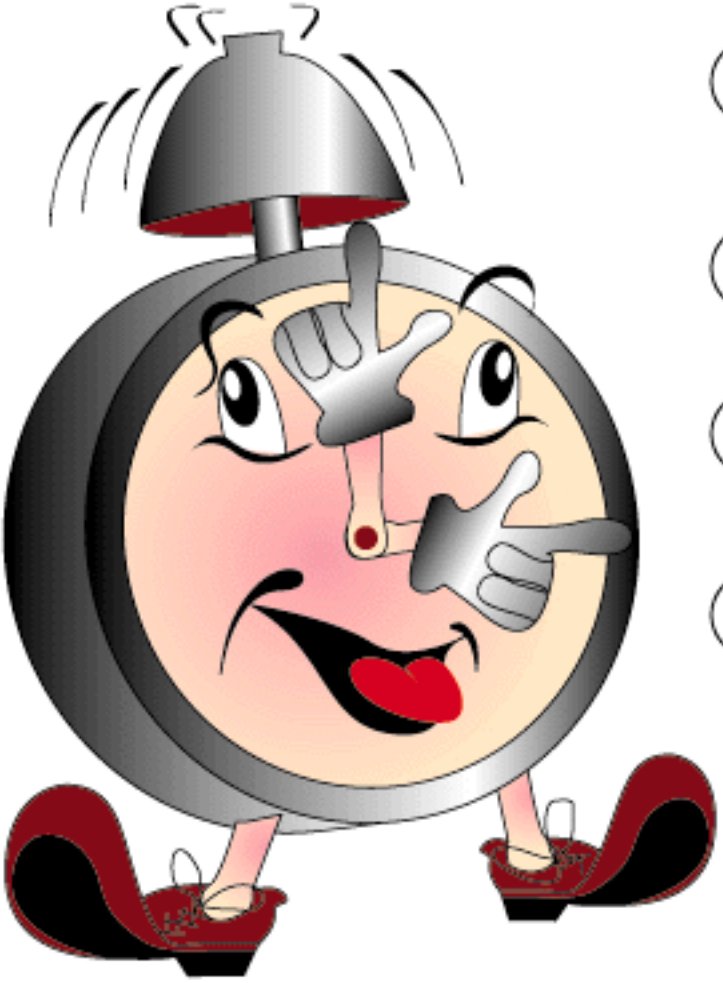
Teacher _____ Date _____


This is awarded to
_____
For
a
DINO-MITE of a job
Teacher
Date

Do you know what time it is?

It's play time!

You have earned _____ minutes of free time to



- ◯ **PLAY A GAME**
- ◯ **DO ARTWORK**
- ◯ **WORK ON MODELS**
- ◯ **TALK WITH A FRIEND**
- ◯ **OR VISIT ANOTHER ROOM**

APPENDIX B

DAILY REPORT CARDS AND CONTRACTS

The Short Form of the Daily Report Card

Name _____

Date _____

Subjects

Did the Student...	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Follow the classroom rules?										
Points on today's classwork										
Grade on special assignment, homework, or test										
Teacher's initials										

1. Schumaker, J. B., Hovell, M. F., &Sherman, J. A. *Managing behavior: A home-based school achievement system. Lawrence KS: H&H Enterprises, Inc.*

Report Card for the Initial Evaluation

Name _____

Date _____

Teacher _____

Did the Student...

	YES	NO
Come on time?		
Bring supplies?		
Stay in seat?		
Speak courteously?		
Not talk inappropriately?		
Follow directions?		
Raise hand?		
Not physically disturb others?		
Not chew gum?		
Clean up?		
Pay attention?		
Complete and hand in assignment on time?		
Points on today's classwork?		
Grade on test or assignment		
Teacher's initials		

1. Schumaker, J. B., Hovell, M. F., & Sherman, J. A. *Managing behavior: A home-based school achievement system. Lawrence KS: H&H Enterprises, Inc.*

A Card Illustrating Adjustments Made for Student Receiving Homework Assignments

Name _____

Date _____

Subjects

Did the Student...	Band		Mathematics		Science		English		Spanish		Shop	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Follow the classroom rules?												
Complete and hand in assignment on time?												
Is there homework tonight?												
Points on today's classwork												
Grade on special assignment, homework, or test												
Teacher's initials												

Homework Assignments:

Mathematics: _____

Science: _____

Spanish: _____

Other: _____

1. Schumaker, J. B., Hovell, M. F., & Sherman, J. A. *Managing behavior: A home-based school achievement system. Lawrence KS: H&H Enterprises, Inc.*

CONTRACT

TASK	REWARD
Who: _____	Who: _____
What: _____	What: _____
When: _____	When: _____
How Well: _____	How Much: _____
_____	_____

Sign Here: _____ Date: _____

Sign Here: _____ Date: _____

TASK RECORD

Source: Based on Dardigh and Heward (1976). Reprinted with permission © Behaviordelia, Inc.

CONTRACT

Client: _____ Parent/Caregiver: _____
Counselor: _____ Math Teacher: _____
Effective Dates _____ to _____

GOALS

Long-term: _____
Short-term: _____

Responsibility (Who, What, When, How well)	Privileges (Who, What, When, How much)
1. _____	_____
_____	_____
_____	_____
2. _____	_____
_____	_____
_____	_____
3. _____	_____
_____	_____
_____	_____

BONUS _____
_____
PENALTY _____
_____
Who will monitor? _____
What records will be kept? _____
Who will be responsible for the delivery of reinforcers, privileges? _____

Signed: _____ Date _____ _____ Date _____
Client Teacher
_____ Date _____ _____ Date _____
Counselor Parent/Caregiver

This contract will be reviewed (date) _____

Source: Based on Sulzer-Azaroff & Mayer (1981, p. 112). Reprinted with permission.

APPENDIX C

EXERCISES IN CONDUCTING CLASSROOM BEHAVIOR ASSESSMENTS:

Data Collection and Analysis

To help determine a behavior's function, there are three useful methods for gathering assessment information:

- *Interviews* with those who know the student well (e.g., parents, current and previous teachers) and with the student (if at an adequate developmental level)
- *Review of records* and other assessment reports
- *Direct observation* in the classroom and/or on the school ground

The information you obtain should be arranged into an ABC format to help determine the behavior's purpose. To arrange the information collected into the ABC format, the behavior (B) must be clearly stated or operationalized. Next, list the antecedent events (A) and consequences (C) that appear associated with the behavior in their appropriate column. Try to identify any previously used interventions and any possible health and medical factors that may influence the student's behavior.

Let us examine how information collected on several students might look when arranged into the ABC behavioral assessment format. The first student is John.

Illustration No. 1: John

John is in the seventh grade. He's the kind of student who disturbs the other children in the classroom. They frequently tell the adults in the classroom that John is bothering them with his noises. Lately, he is making a lot of grunting sounds and waving his hands around. The teacher moved his desk away from the other students, to the rear of the room, so he wouldn't bother them as much. He seems to be getting worse. He takes a lot of the teacher's time because she constantly has to go back to him and tell him to stop bothering other students. It is especially bad during math when the other students are working quietly and she is helping them with their work.

When John was sitting in the front of the classroom, and the teacher was near him, he tended to work on his math assignments without making noises and waving his hands around. At that time she smiled at him, patted him on the shoulder, and told him he was working well. The other times that he didn't bother the other children was when the teacher worked with him while he was in his seat at the back of the classroom.

On the basis of this description, can you tell why John is misbehaving? Let us see how the ABC arrangement of this information on John's behavior might look:

Antecedents	Goal behavior	Consequences
Sitting near teacher Teacher working with student Other children working on assignment Math class	John completes assignment without waving hands and making grunting sounds.	Teacher smiles at John and praises and pats him on shoulder.
Antecedents	**Problem behavior**	**Consequences**
Sitting in the back of the room Teacher in front of room Teacher helping the other students in the class Math time Children working on assignments	John waves hands and makes grunting sounds loud enough for other children to hear.	Teacher goes to child, talks to him about his bothering other students, and tries to calm him down. Students look at him and complain about his annoying them.

Now that you have studied the above ABC arrangement of the information on John's behavior, can you determine why his problem behavior is occurring? (i.e., which of the four major functions—escape, attention, access to material rewards or activities, or self-reinforcement—does the problem behavior serve?)

John is misbehaving to obtain the teacher's attention. His misbehavior, then, is useful to him. When he is getting his teacher's attention, he engages in his goal or replacement behavior. However, when he has been left for a period of time without the attention, he misbehaves in order to obtain it. Many students misbehave for attention.

We also can determine from our ABC analysis that we need to redirect the teacher's attention (talking with him) as part of our intervention. In fact, *because problem behavior serves a purpose for the student performing it, it is very difficult to eliminate unless we provide the student some alternative means of achieving the purpose* (function of the behavior). Instead of giving John attention following disruptive classroom behavior, the attention could be used to reinforce his assignment completion without his disrupting the class. In other words, the teacher talks to him and compliments him every so often while he is working on his assignment. Gradually, the frequency of the teacher's attention could be reduced as John begins to learn to work quietly.

Illustration No. 2: Mary

Mary can be such a good student during reading time. She can read all by herself and she stays in her seat. She enjoys reading so much she even chooses to read in her free time. At school we are concerned about her eating and sleeping habits at home. She often complains that she is tired or has a stomachache and frequently requests to go to the bathroom. Sometimes it seems like she just says these things to be annoying. She gets that look on her face and starts whining about not feeling well. It is really irritating. These things seem to happen when the reading assignment is from the new text that the teacher started a month ago. This new text is difficult for many of the students, including Mary. Also, whenever she has been asked to read a page out loud from the text, she whines and complains. She ends up missing a lot of reading time because she is either in the nurse's office, lying down, or in the bathroom. However, when the reading assignment is terminated and free reading is introduced, all of a sudden she feels better.

On the basis of this description, can you tell why Mary is misbehaving? The following is an ABC format for you to fill out for Mary. The goal and problem behaviors are filled in for you. Please complete the ABC functional analysis.

Antecedents	**Goal behavior**	**Consequences**
	Mary stays in her seat while working on her reading assignment.	
Antecedents	**Problem behavior**	**Consequences**
	Mary whines in an irritating voice, saying she has a stomachache, she has to go to the bathroom, or she's tired when it's reading time.	

Now that you have studied the ABC arrangement of the information on Mary's behavior, can you determine why her problem behavior is occurring? That is, what function or purpose is it serving?

The purpose of Mary's problem behavior is to avoid or escape from the difficult reading activity, and it has worked for her. The behavior is functional. When the reading is at her level, there are no somatic complaints. (The completed ABC format on Mary's behavior can be found at the end of Appendix C.)

Illustration No. 3: Demian

Demian is a very difficult student to work with. He is rude and he swears and threatens everyone. He gets to do what he wants to do because no one wants to take his verbal abuse.

He likes to work on certain activities and doesn't let other people have a turn. For example, when the teacher asks him to let other students have their turn on the computer, he swears at her, the same as he does to the other students. This often results in his being able to continue on the activity just as he wanted to do. Similarly, when he asks to work on the computer, he is usually allowed to because who wants to be threatened or yelled at? Once he gets to do what he wants, he stops swearing and threatening.

Our goal is to have Demian transition to a new activity without swearing and threatening. We've noticed he is able to do this when the new activity is something he wants to do. However, this happens so rarely that obviously some behavior management program will need to be developed.

On the basis of this description, can you tell why Demian is misbehaving? The following is the ABC format for you to fill out for Demian. Please complete the entire ABC functional analysis form.

Antecedents	**Goal behavior**	**Consequences**
Antecedents	**Problem behavior**	**Consequences**

Now that you have studied the above ABC arrangement of the information on Demian's behavior, can you determine why his problem behavior is occurring? That is, what function or purpose is it serving?

The purpose of the behavior is to obtain access to whatever it is he wants to be able to do. His aggressive behavior gets him what he wants; it is functional for him. (The following are the completed ABC formats on Mary's and Demian's behavior.)

MARY

Antecedents	Goal behavior	Consequences
Reading book of choice Book at an independent reading level During free reading time	Mary stays in her seat while working on her reading assignment.	Mary enjoys reading. Mary gets to participate in an activity of her choice.
Antecedents	**Problem behavior**	**Consequences**
A new reading assignment Level of reading too difficult Asked to read out loud	Mary whines in an irritating voice, saying she has a stomachache, she has to go to the bathroom, or she's tired when it's reading time.	The teacher sends Mary to the nurse, bathroom, or to lie down.

DEMIAN

Antecedents	Goal behavior	Consequences
New activity introduced that he wants to do	Demian transitions to a new activity appropriately.	Demian engages in fun activity.
Antecedents	**Problem behavior**	**Consequences**
Told to put away what he is working on Asked to allow others a turn Someone gets in his way Told he cannot do what he wants to do	Demian swears, hits, and/or threatens children and staff members.	He is sometimes allowed to do what he wants.

APPENDIX D

SCHOOLAND COMMUNITY RESOURCE GUIDE

Fill in the contact person and phone number for each of the appropriate agencies below and keep available for use as needed. (The county office of education should be able to provide most of the information needed to complete this guide.)

Name of agency/services	Contact person	Telephone number
Child Abuse Agency/Hotline		
Children's Social Services		
Police/Sheriff's Department		
Probation Department		
School Attendance Review Board (SARB)		
Student Study Team (SST)		
School Health Program Manager (Nurse)		
School Psychological Services		
School Crisis Intervention Team		
Suicide Prevention Services/Hotline		
Emergency Mental Health Services		
School Police/Security		
Alcohol/Substance Abuse Counseling		
Domestic Violence Resources		

Name of agency/services	Contact person	Telephone number
Family Services/Parenting Resources		
Gang Intervention Resources		
Intergroup & Human Relations Resources		
Public Social Services		
Faith-Based Resources		
Grief and Recovery Resources		
Legal Assistance Resources		
Rape and Sexual Assault Counseling		
Victims' Assistance Resources		
Homeless and Runaway Services		
Youth Crisis Hotline		
Gay/Lesbian Services		
Hate Crime Prevention and Intervention		
Special Education Resources		
Department of Rehabilitation Services		

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